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ABSTRACT

Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the Pre-GED (General Educational Development) Level II writing skills workbook, part of the PATHWAYS Curriculum, provides a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook emphasizes student-generated writing, which is achieved in two ways: asking the student to write brief, one-sentence answers to questions in the exercises, and giving the student instruction and practice in composing short narratives as well as paragraphs. The five units of study and lessons presented in each unit are as follows: parts of speech (use of nouns, pronouns, tenses, adjectives, adverbs, prepositional words and phrases, conjunctions); sentence structure (complete, incomplete, and run-on sentences, subject-verb agreement, verb used as adjective, avoidance of double negative); paragraph development (characteristics of paragraph writing, dialogue and sequencing in narrative writing, deductive method of paragraph writing, use of examples in expository writing); punctuation (use of comma, semicolon, colon, quotation marks, apostrophe, hyphen); and capitalization (use of capitals in poetry and in abbreviations, titles, organizations, places, languages, races, nationalities, and religions). Each lesson contains an explanation of the skill to be learned, an illustration, questions pertaining to the lesson, and a unit test. A glossary concludes the workbook. (ERB)

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PATHWAYS

AN ADULT PRE-GED WRITING SKILLS WORKBOOK

Level II

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PREFACE
TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo, and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

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UNIT I

I. PARTS OF SPEECH

A. Noun

1. Noun used as subject and object

You have learned to use nouns in three ways: as a subject, as a direct object, and as an indirect object.

a) A noun as subject functions as the doer of the action.

Ex: *The small boy played with the dog.*
(who played? ... boy played)

The roaring fire kept the hunters warm at night.
(what kept? ... fire kept)

b) A noun as direct object is the receiver of the action.

Ex: *The sisters herded the sheep.*
(sisters herded what? ... sheep)

The fox caught the chickens.
(fox caught what? ... chickens)

c) An indirect object noun tells to whom or for whom the action is done. It comes between the verb and the direct object.

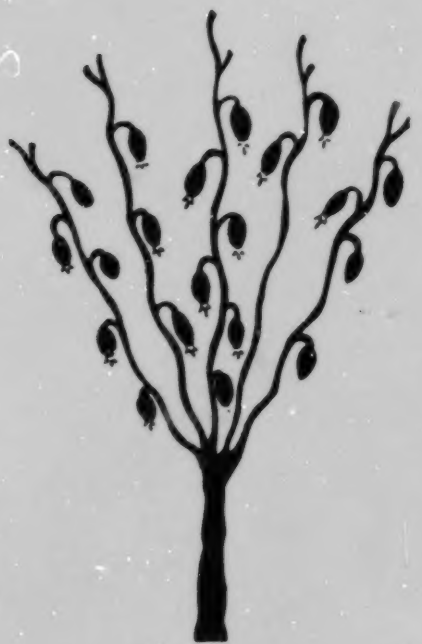
Ex: *The old woman gave Phil a look of contempt.*
(gave look to whom? ... Phil)

The woman made me baskets for the dance.
(made baskets for whom? ... me)

I.A.1. Noun used as subject and object

In each of these sentences, indicate whether the underlined noun is used as subject (S), direct object (D), or indirect object (I). Put an X over the correct letter.

1. The Chiricahua Apache lived in wickiups.	(S)	(D)	(I)
2. The Apache boy handed me his bow.	(S)	(D)	(I)
3. Seeds begin growth.	(S)	(D)	(I)
4. Seeds begin growth.	(S)	(D)	(I)
5. The Ute Bear Dance is one of the Ute's oldest ceremonies.	(S)	(D)	(I)
6. An old man from the Ute Reservation in Utah gave me directions to Winslow.	(S)	(D)	(I)
7. The Hopi Reservation was established in 1882.	(S)	(D)	(I)
8. Harry gave Guy a quarter for bus fare.	(S)	(D)	(I)



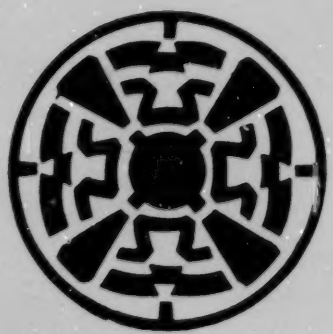
I.A.2. Mass and count nouns

A mass noun, remember, is something you cannot count out into individual parts. *Water* and *air* are examples of mass nouns. They are mass nouns because you cannot count the water in the ocean or the air in the sky.

A count noun, on the other hand, is something which can be counted as separate items. A *jacket* or a *hogan* can be seen as separate items; you can have two jackets, three hogans.

Indicate whether each of these nouns is a mass noun or a count noun. Write M for mass; write C for count.

1. land _____
2. glue _____
3. pueblo _____
4. corn _____
5. tea _____
6. cradleboard _____
7. tipi _____
8. smoke _____



I.A.3. Noun used as object of preposition

You know that a noun may be used as a subject, direct object, or indirect object. Now you will learn that it may also be used as the object of a preposition.

Remember, a preposition is a word telling where, when, or in which direction. Here are some common prepositions:

about	between	but (meaning "except")
above	beyond	concerning
across	by	over
after	down	past
against	during	since
along	except	through
amid	for	throughout
among	from	toward
around	in	under
at	into	underneath
before	like	until
behind	of	unto
below	off	upon
beneath	on	with
beside	to	within
besides	up	without

Prepositions always occur in a phrase. This phrase begins with a preposition and ends with a noun called the object of the preposition.

among the women

prep. *noun (object of the preposition)*

Among is the preposition and women is the noun which is the object of that preposition.

Here are some additional examples of prepositional phrases.

after the storm	*along the river*	*to the corral*
above the eye	*beneath the bed*	*below the knee*
until Christmas	*around the hemline*	*under the tree*
with extra care	*in the grass*	*on the horse*

I.A.3. Noun used as object of preposition

The prepositional phrases in these sentences have parentheses around them. Find the noun that is the object of the preposition and underline it. Each of these prepositional phrases begins with a preposition and ends with a noun.

1. Several wicker baskets lay (outside the wickiup).
2. The child stood quietly (at the bank) (of the river).
3. The boy led his horse (along the path) (to the trading post).
4. Some Navajo rugs are still made (with vegetable dyes).
5. Have you ever camped (at Blue Ridge Campground) (on the Mogollon Rim)?
6. Hohokam Indians tilled their fields (in the spring).
7. The Pueblo builders lived (in terraced apartments).
8. The truck bounced roughly (over the rocky soil).

Now, underline the prepositional phrases in these sentences. Then, go back and circle the noun which is the object of each preposition.

1. The baskets lay outside the wickiup on the ground.
2. The child stood at the bank of the river and stepped carefully into the water.
3. My favorite design in Navajo blankets is the design with angular lines.
4. The boy walked along the dusty road and looked frequently at the sky.
5. Have you driven along the road through the White Mountains in central Arizona?
6. For many centuries, Anasazi lived under cliffs and along rivers.
7. Along the valley of the Rio Grande River, people made their fields ready in the spring.
8. The few hogans looked empty and forlorn after the thunderstorm.

I.B.1. Kinds of pronouns

1. Kinds of pronouns: *demonstrative, indefinite, reflexive, possessive*

   In this lesson, you will be reviewing four kinds of pronouns: demonstrative, reflexive, possessive, and indefinite.

   a) A demonstrative pronoun points out which one(s). *This, that, these, those* are demonstrative pronouns.

      Ex: *That is my devil's claw basket.*

   b) A reflexive pronoun shows that the action is done by the subject to itself. *Myself, himself, herself, itself, ourselves, yourselves, themselves* are reflexive pronouns.

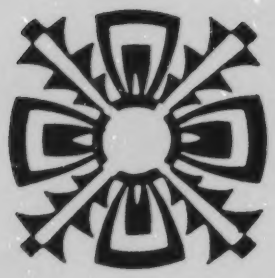
      Ex: *She hurt herself when she stumbled against a rock.*

   c) A possessive pronoun shows whose something is. *Mine, yours, his, hers, its, ours, theirs* are possessive pronouns.

      Ex: *The Two Grey Hills blanket is mine.*

   d) An indefinite pronoun usually expresses a number of people doing something but does not specifically identify the doer. *Somebody, anybody, someone, no one, none, all, few, many, both,* etc. are indefinite pronouns.

      Ex: *Somebody left the door open, and it rained inside.*



I.B.1. Kinds of pronouns

In each sentence below, one pronoun is underlined for you. On the blank space after the sentence, tell whether it is:

(R) reflexive: refers action back to doer

(D) demonstrative: points out which one

(I) indefinite: does not specify doer

(P) possessive: shows whose something is

Place the correct letter on the appropriate blank.

1. The Apaches felt that everyone benefited from the customs. _____

2. Maria Martinez was a gifted potter, but she just felt herself to be carrying on a tradition. _____

3. Scientists believe Navajos learned blanket weaving from the Spanish. The Diné themselves give credit to Spider Woman. _____

4. Most of the inhabitants of the Salt River Reservation are Maricopa and Pima. _____

5. Mexican Indians always used bright colors to weave into rugs, but Navajos traditionally used only natural wool colors for theirs. _____

6. Few of the Yavapai Indians actually reside on their tiny reservation. _____

I.B.1. Kinds of pronouns

7. Western Apaches are well known for making hanging burden baskets, which are theirs alone. _____

8. Santo Domingo women wore shell-bead necklaces to ornament themselves. _____

9. Those are the most famous wicker trays made on Third Mesa. _____

10. In the corner is her collection of Maricopa pottery, while over on the table is mine. _____

11. I loved seeing Pueblo Bonito; that was the most impressive of the Indian ruins. _____

12. During the Long Walk, many Navajos died, so that few were left to return to their ancient homeland. _____

I.B.2. *Pronoun used as subject, direct object, and indirect object*

Like a noun, a pronoun can function as a subject, a direct object, or an indirect object.

a) A pronoun which functions as the subject of a sentence is the doer of the action:

He drove from Phoenix to Albuquerque in twelve hours.
Someone gave me this necklace for my birthday.

b) A pronoun which functions as a direct object receives the action:

The speeding car hit her.
Hand this to your grandmother.

c) A pronoun which functions as an indirect object tells for whom or to whom something is done:

Someone gave me this necklace for my birthday.

The sentence could be rewritten as follows:

Someone gave this necklace to me for my birthday.

The indirect object always comes before the direct object.

gave me this necklace
↑ ↑
ind. obj. object

I.B.2. Pronoun used as subject, direct object, and indirect object

In the story below, 12 pronouns have been underlined. Indicate whether each pronoun is a subject (S), a direct object (D), or an indirect object (I) by placing the correct letter in the spaces following the story.

The other day [1]I walked to the trading post to trade a necklace for flour, coffee, jam, and sugar. My mother had given [2]me this necklace years ago, but [3]she always said food was more important. I pushed open the door and saw the white trader behind the counter. I didn't like [4]him very much because I felt he was mean to his children, but I never let on. I showed [5]him the necklace I had to trade and told him what items I needed in return. He took the necklace and patted [6]me on the shoulder, as if to reassure [7]me. I didn't like that, either. All of a sudden, his daughter ran in, leaving the door open so the wind blew in and knocked over a kachina doll, breaking [8]it. The trader yelled at his daughter and hit [9]her. She ran crying back to the house. Then [10]he changed his look again and, smiling at me, handed [11]me the things I needed for my family. I put [12]them in my sack and, shaking my head as I walked out the door, headed for home.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

I.B.3. *Pronoun used as object of preposition*

You have learned three functions of the pronoun: as subject, direct object, and indirect object. Now you will see that, like a noun, a pronoun may be the object of a preposition.

Don't tell John (about me)!

In this sentence, *about me* is the prepositional phrase and *me* is the object of the preposition. What is the preposition?

Jack went to the rodeo (with him).

What is the preposition in the phrase *with him?* What is the pronoun which functions as the object of the preposition? Remember, if a pronoun is used as the object of a preposition, it will always follow the preposition. The object form of pronouns must always be used when they are objects of a preposition: *him, her, you, us, them, me, whom, it.*

Circle the correct pronoun for the prepositional phrases in these sentences.

1. At the dance, Harry was sitting between Belle and (she, her).
2. Will you go to watch the Gan Dancers with (he, him) and (I, me)?
3. For their birthdays, the girls' parents bought for (they, them) necklaces like the ones you gave to (we, us).
4. For (who, whom) are the flowers?
5. The responsibility fell upon (we, us) students.
6. The matter was between (they, them) and (I, me).

I.B.3. Pronoun used as object of preposition

7. A challenge to a footrace was presented by (he, him) to (she, her).
8. Were you sitting near (we, us) when the award was given to (he, him)?
9. The story about Frank and (he, him) was not heard by the person for (who, whom) it was intended.
10. John ran so fast he could barely feel the ground beneath (he, him).
11. Don't leave without (we, us).
12. The turquoise necklace was made by (he, him) and given to (they, them) for safekeeping.

I.B.4. Correct pronoun case

You've already learned that personal pronouns change their form, depending on whether they are used as a subject or an object. In this sentence, is the pronoun a subject or object?

Give me more piki bread.

It is an object of the verb give.

In this sentence, is the pronoun a subject or object?

Louise and I were changing our clothes for the dance.

It is the subject of the verb were changing.

Remember, subject pronouns are *I, he, she, it, you, we, they,* and *who.* Object pronouns are *me, him, her, it, you, us, them,* and *whom.*

In the following sentences, circle the correct pronoun, depending on its use as subject or object.

1. The medicine man told Harvey and (I, me) that (he, him) would pray for father's recovery.
2. The young girl told (they, them) a story.
3. Joe and (I, me) met Harry and (he, him) at the rodeo.
4. Betsy and (I, me) took the piki bread and corn mush to (they, them) for supper.
5. I knew that (we, us) women would have to do all the planning for the raffle.
6. Mother notified Guy and (I, me) that (we, us) boys would have to take care of the animals.

I.B.4. Correct pronoun case

7. (She, Her) and Betty set up the booth that featured Zuni jewelry.

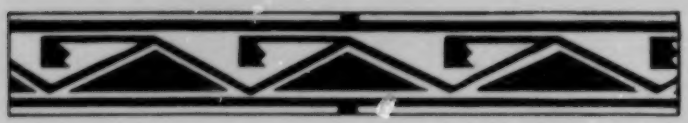
8. Save that blanket in the corner for (I, me).

9. Harry and (I, me) plan to attend the Antelope Dance next year.

10. (We, Us) women told Violet that (we, us) would take care of the children.

11. Give (she, her) the poster to hang on the wall.

12. I gave the yucca to (he, him) for (he, him) to use at the hair-washing ceremony.



I.B.5. *Pronoun-antecedent agreement*

If you have learned something about subject-verb agreement, it will help you learn to make pronouns agree with their antecedents. The antecedent is the word to which the pronoun refers. The antecedent is the subject of the sentence, either noun or pronoun. The pronoun, which must agree with the subject, will be used as an adjective in the sentence; that is, the pronoun form will be *my, your, his, her, its, our,* or *their.* Study the examples below.

Harry did his best to win the race.

The Navajo Tribe is proud of its culture.

Each of the girls did her best to help her mother.

Nobody in a position of authority was willing to give his opinion.

The women gave their old clothes to the church.

In the first sentence, what is the subject? Harry. Harry is the antecedent with which the pronoun form his must agree. Name the subjects in the other sentences. These are the antecedents with which its, her, his, and their must agree.

Notice that when the antecedent is singular (Harry, tribe, etc.), the pronoun is singular. When the antecedent is plural (women), the pronoun is plural.

Notice, too, that when the antecedent is masculine, the pronoun is masculine (his); when the antecedent is feminine, the pronoun is feminine (her); and when the antecedent is neither masculine nor feminine, the pronoun is its.

I.B.5. Pronoun-antecedent agreement

In these sentences the pronoun is underlined for you. You must locate the antecedent. If the pronoun agrees with its antecedent, put a plus sign (+) on the blank; if it does not agree, put an O. Remember, the antecedent will be the subject of the sentence.

_____ 1. One of the boys injured his ankle when he fell from the horse.

_____ 2. The trees had lost their leaves and winter was blowing a cold wind across the land.

_____ 3. One of the girls told their story to us that night.

_____ 4. Every dancer moved their feet in rhythm to the beat of the drum.

_____ 5. John and Liz did their work and were excused from class.

_____ 6. None of the rabbits lost their race against the boys.

_____ 7. The dog wagged its tail upon hearing its master's voice.

_____ 8. I saw that one of the men had placed his pipe on the ground beside him.

I.B.5. Pronoun-antecedent agreement

Circle the correct pronoun to make it agree with its antecedent.

1. The injured rabbit jerked (their, its) muscles once before dying.
2. The company notified (its, their) employees that wages were going up in one month.
3. Neither Harry nor Guy refused (his, their) help to the man whose car would not start.
4. The Navajo hogan was built with (her, its) door to the east.
5. The girls were coming slowly down the street, (her, their) hair blowing in the wind.
6. Each of the women wanted (her, their) quilt to win the prize.
7. In the old days, most Pima women wove (her, their) baskets with devil's claw.
8. All of the men cast (his, their) votes that morning.

I.C.1. Present progressive tense

1. Present progressive tense

   The present progressive form of a verb tells what is happening right now:

   It is snowing in Flagstaff.
   They are fighting among themselves.

   You use the present tense of the verb BE and the "-ing" form of the main verb to form the present progressive.

   is + snow + -ing
   are + fight + -ing

In these sentences, put the verb in the correct form, using present progressive tense.

1. (to use) Ned _____ turquoise and coral to make the necklace you requested.

2. (to paint) The girl _____ a picture of her grandmother's hogan.

3. (to go) Syd _____ to drive to Flagstaff from Window Rock, if it stops snowing.

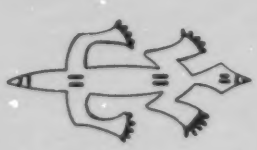
4. (to perform) The dancers _____ the Bean Dance right now.

5. (to prepare) Mother _____ piki bread for us to eat.

6. (to sleep) I must move carefully so I don't disturb the children who _____.

7. (to open) I heard that new shop _____ soon at the Hopi Cultural Center.

8. (to count) I _____ on your attending the parade with me next week.



I.C.2. *Present perfect tense*

Perhaps you will recall that the present perfect tense is used to describe an action that just finished:

We have just finished dinner.
He has reached the top of the mountain.

Or, it describes an action that began in the past but is still going on:

I have lived in Arizona for six years.
I have never seen a Chicken Pull.

Notice that you combine have or has with the past participle form of the main verb (finished, lived). The past participle form usually ends in -ed, -en, -t, -d, or -n.

finished *felt* *shown* *been* *saved*

In these sentences, put the verb in the correct form, using the present perfect tense.

1. (to weave) The ladies _____ rugs on looms for well over twenty years.

2. (to camp) We _____ at Canyon de Chelly for the past three summers.

3. (to take) I _____ the bus to school all month.

4. (to prepare) Grandfather _____ the hogan for the sand-painting ceremony which will occur later this morning.

5. (to participate) Sammy _____ in deer hunts for the last two seasons, but he has not killed a deer.

6. (to deal) The instructor _____ with the situation in a fair and understanding manner.

7. (to watch) I _____ patiently for two hours, but I still do not understand how to weave on a loom.

8. (to give) The instructor _____ the students an extra hour to complete the lengthy lesson.

I.C.3. *Past perfect tense*

You will recall that the past perfect tense (has/had + -d -ed, -en -t, -n form of verb) is used to express an *action completed in the past before some other past action or event.* Thus, the sentence will usually have two past tense verbs: one in the simple past and one in the past perfect. Look at this example.

Before my cousins arrived, we had cleaned out the hogan.
past *past perfect*

Arrived is the simple past verb and *had cleaned* is the past perfect verb. Which of these two actions occurred first? Yes, first we had cleaned out the hogan, then our cousins arrived. Thus, you see that the past perfect verb was completed before the simple past verb occurred.

You form the past perfect tense by using had + the past participle form of the main verb → had cleaned.

Underline the past perfect verb in each of the following sentences. Then, tell which of the two actions occurred first.

1. When I had driven for two hours, I reached the reservation.

   _____

2. Suddenly, he remembered that he had promised the children a ride in his truck.

   _____

3. After they had eaten everything at the feast, they slept.

   _____

4. When he had completed the drawing, he took it to the shop for framing.

   _____

I.C.3. Past perfect tense

5. When it had rained for three days, the creek flooded its banks.

_____

6. After I had arranged to attend the ceremony, I became too ill to attend.

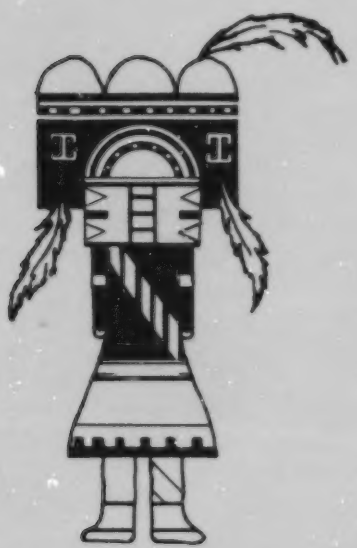
_____

7. When the lost boy came home, his mother had gone to the neighbors for help.

_____

8. As soon as the rain had stopped, we resumed our game of kickball.

_____



I.C.4. Past progressive tense

You have been working with the present progressive tense (ex: *I am going*) for quite a while now. You should be ready to learn the past progressive tense. It is formed with the past tense of the verb BE and the "-ing" form of the main verb:

I was sitting.	*He was reading.*
You were seeing.	*She was talking.*
We were going.	*They were standing.*

This tense tells you what was going on at a certain point in time.

In the following exercise, put the verb in parentheses into the past progressive form.

1. (weave) She _____ under a tree when the fire broke out in the house.

2. (live) Before this century, most of the Acomas _____ on their mesa-top pueblo.

3. (wear) Before Mormon traders brought velvet and satin to the Navajos, they _____ clothes of wool or cotton.

4. (farm) Two thousand years ago, separate farming groups — now called Mogollon, Sinagua, and Hohokam — _____ within Arizona.

5. (mold) In her home, the Santa Clara woman _____ her black matte pottery.

6. (bring) The small boy _____ in the sheep from the valley when the storm began.

7. (produce) By 1000 A.D., a small tribe in the Mimbres Valley of New Mexico _____ a vast amount of excellent black-on-white pottery.

8. (place) In the last act of burial, the chief _____ the pot upside-down over the face of the dead man who had made it.

I.C.4. Past progressive tense

9. (use) The Pima woman _____ the sharp tip of a yucca leaf to sew a pair of sandals.

10. (build) By 900 A.D., the Anasazi _____ Pueblo Bonito, perhaps the most stunning example of ancient architecture in North America.

11. (trade) By 1100–1200 A.D., several of the plateau and Pueblo groups _____ shells, coral, turquoise, and other ornaments with the coastal tribes.

12. (coil) The Papago woman _____ a basket made of natural willow bark.

I.C.5. *Active vs. passive voice*

Most verbs are written in the active voice. Active voice verbs show action.

Ex: *Coyote ate the squirrel.*

subj. verb object

You can usually "turn a verb around" to make it in the passive voice. Passive voice verbs are acted upon.

Ex: *The squirrel was eaten (by Coyote).*

subject passive verb

Now the object squirrel becomes the subject of the sentence; by Coyote is now a prepositional phrase. This "turning the sentence around" is accomplished by using the passive voice. Therefore, the passive verb must always contain two verb words: a form of the verb BE + the past participle of the main verb (eaten in the above example).

Ex: *He chopped the wood into small pieces.* ACTIVE VOICE

subj. verb obj.

The wood was chopped (into small pieces). PASSIVE VOICE

subj. passive verb prep. phrase

Now, wood is the subject, and was is added to chopped, which is the past participle of chop.

The form of the helping verb BE may be in the present tense.

Ex: *Pottery is made by Santa Clara Pueblos.* PASSIVE VOICE

Santa Clara Pueblos make pottery. ACTIVE VOICE

I.C.5. Active vs. passive voice

Let's see if you can change these active voice verbs into passive voice verbs. Use was in each case.

EXAMPLE: *eat* *was eaten*

1. read _____
2. blow _____
3. cut _____
4. handle _____
5. allow _____
6. excite _____
7. cook _____
8. kill _____

Now, put these verbs into the passive voice using is for your helping verb.

EXAMPLE: *cook* *is cooked*

1. make _____
2. clean _____
3. leave _____
4. borrow _____
5. take _____
6. write _____
7. hammer _____
8. try _____

I.C.5. Active vs. passive voice

In these sentences, put the passive voice form of the verb in the blank. Use was or is according to directions.

1. (scare — use was) Coyote _____ by the hunter with a gun.

2. (weave — use are) Excellent coiled baskets _____ by the Havasupais.

3. (eat — use was) Traditionally, no fish _____ by the Apaches.

4. (indulge — use was) Dancing _____ often _____ in as a form of recreation.

5. (bring — use is) Food _____ to the men by the women.

6. (hear — use are) Songs _____, accompanied by the beating of the basket drum and the shaking of the gourd rattle.

7. (fear — use is) Coyote _____ still _____ by many Navajos.

8. (sing — use is) Among the Cocopahs, the "Little Bird Song" _____ during cremation ceremonies.

I.C.5. Active vs. passive voice

In this last exercise, change the passive voice verb back to an active voice verb. Underline the verb in your sentence.

Ex: *Hogans are still made by most Navajos.* PASSIVE

Most Navajos still make hogans. ACTIVE

Remember to keep the tenses consistent; that is, use present-tense active verbs if you see a present-tense passive verb, and use past-tense active verbs if you see a past-tense passive verb.

1. Coyote was chased by the angry deer.

_____

2. Pottery is made by Hopis on First Mesa.

_____

3. Water is carried by Pima children to their parents.

_____

4. The rabbit was eaten quickly by Coyote.

_____

5. The Bead Chant is sung by Navajos for skin problems.

_____

6. The child was named "Evening Star" by the relatives.

_____

7. Many songs were chanted by the guests at the girl's puberty rite.

_____

8. Ropes were woven by the Anasazi for climbing mountains.

_____

I.D.1. Possessive and demonstrative adjectives

1. Possessive and demonstrative adjectives

   You will remember that a demonstrative adjective points out which one(s).

   Ex: *We will eat those elk my uncle killed for the holidays.*

   A possessive adjective tells to whom something belongs:

   Ex: *Her dress was caught in the fence.*

   Remember, a possessive adjective will always come before a noun and can therefore never be the subject of a sentence.

In these sentences, underline the demonstrative adjectives only.

1. These red and black Navajo rugs are valuable because of their tight weave and high quality.
2. The potter said her pots contain these designs: falling rain and mountain lion.
3. Anasazi women began to line their baskets with a mixture of grass and adobe pebbles because this mixture was durable.
4. This medallion has been called "the man in the moon" because of its design.
5. Those willow-wicker plaques are Betty's, but your plaques should be finished soon.
6. These Indians painted their faces and upper bodies for ceremonials.
7. This mudhead figure, a ritual clown of the Hopis, is noted for its funny appearance.
8. That Cochiti "storyteller" figure is my favorite.

Now, return to the beginning and circle all the possessive adjectives only.

I.D.2. *Kinds of adjectives*

In this exercise, you are being asked to recognize certain kinds of adjectives that you have studied before.

a) Some adjectives are descriptive and tell how many, what kind, what shape, etc., such as:

tall man	*three hogans*
pretty woman	*one barking dog*
loud noise	*a car*
black hat	*the turquoise*

b) Some are possessive and tell whose, such as:

their truck
her dress
my cap

c) And some are demonstrative and tell which one:

that cane
this tree
these pencils
those clouds

There are 36 adjectives in this story. Underline as many as you can. See if you can find 27.

In the last century, there was a young woman called Sweetwater, married to a man called Spotted Horse. These names were not their true names, for the real name of an individual had to be used very little. It was part of a person's power and had to be saved for use in times of danger. One summer night, Sweetwater and her four children lay asleep on the sheepskin rugs. One baby slept in her cradleboard beside the two older children. In a nearby hogan lived Tall Singer, the brother of Sweetwater. Their mother lived with the two unmarried daughters. When they married, they had husbands who joined them in new hogans. These hogans were not too near their mother, for tradition forbids Navajo men to look directly at their mother-in-law.

From the book, *The People Called Apache* by Thomas E. Mails. Copyright 1974 in International Copyright Union by the Ridge Press, Inc. — Rutledge Books Division and Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

I.D.3. *Comparison of adjectives*

Remember that the form of the adjective changes when you compare two or more items or ideas. When comparing two things, usually you add -er to a short adjective or the word more to a longer adjective.

TWO THINGS COMPARED

sweet	*sweeter*
long	*longer*
brave	*braver*
tired	*more tired*
cunning	*more cunning*
sensitive	*more sensitive*

When comparing three or more things, add -est to a short adjective or the word most to a longer adjective.

SEVERAL THINGS COMPARED

happy	*happiest*
sad	*saddest*
weak	*weakest*
depressed	*most depressed*
colorful	*most colorful*
ancient	*most ancient*

Some compared adjectives are irregular and these you must memorize:

good	*better*	*best*
bad	*worse*	*worst*

I.D.3. Comparison of adjectives

Circle the correct form of the adjective in parentheses. Be sure to consider how many things are being compared.

1. Which blanket is (prettier, prettiest), the one with diagonal lines or the one with straight lines?

2. Little John was the (less excited, least excited) of all the children.

3. Apache medicine cords were used for only the (more, most) sacred of all ceremonies such as war dances, curing ceremonies, and calling spirits.

4. Because night represents the separation of sun and earth, it is considered (more dangerous, dangerouser) than day.

5. The Navajos consider the spirits of women and children (weaker, more weaker) than men.

6. The shell bead necklace is (sturdiest, sturdier) than the turquoise one.

7. Of the four children, Sandra is the (taller, tallest).

8. Which of all the Pueblo Indian ceremonies do you feel is (more, most) colorful?

I.E.1. Use of adverbs

1. Use of adverbs

An adverb modifies a verb:

This is surprisingly easy.

an adjective:

She was very doubtful.

or another adverb:

The men moved very slowly.

An adverb tells where, when, how much, to what extent, or in what manner someone did something. The following sentences show you that more than one adverb is often used in one sentence.

Yesterday, I ran until I was very tired.
(when) (how much/to what extent)

She hung up her dress loosely on the nail.
(where) (in what manner)

Not and never are also adverbs; they are *negative adverbs.* Another kind of adverb, called *emphatic* (meaning with more stress, force, or feeling) includes such words as certainly, indeed, almost, only, probably, possibly, definitely, and so on. These adverbs change the meaning of the entire sentence.

Women may go to the ball game.

Only women may go to the ball game.
↑
adv.

I.E.1. Use of adverbs

Find the adverbs in the following sentences and underline them.

1. The gods see only the man, never his clothing.
2. Hopi women are not allowed to look upon a kachina without his mask.
3. We slowly climbed up the steep slope to the mountaintop.
4. The Yaquis annually set out a table of food for the spirits of their ancestors.
5. The mountain lion is always prayed to by Pueblo Indians before they hunt deer.
6. The Gan Dancers are very nimble; furthermore, they usually have a clown with them.
7. He arrived at school late this morning and was scolded roughly by the teacher.
8. Traditionally, runners participating in the Antelope Race ran naked in order to be seen by the gods.

Write one sentence using each of the following adverbs.

1. (fast) _____
2. (not) _____
3. (down) _____
4. (tomorrow) _____
5. (certainly) _____
6. (very) _____
7. (easily) _____
8. (finally) _____

I.E.2. Adverb as modifier of verb, adjective, or other adverb

Remember that an adverb usually modifies a verb:

usually rains (tells when it rains)

adverb verb

But it can also modify an adjective:

an unusually rainy day (tells to what extent it is rainy)

adverb adj. noun

Or it can modify another adverb:

she sings very well (tells how she sings)

verb adv. adv.

Underline the adverbs in the following sentences. On the line, tell if the adverb modifies a verb, an adverb, or an adjective. Some sentences contain more than one adverb.

1. During the Zuni Winter Solstice Ceremony, all fraternities join together in participation.

   _____

2. Western Apache dances are usually performed at night. _____

3. The children laughed at the kitten who clung to the log floating steadily down the river.

   _____, _____

4. In the White Mountain Apache's Wheel Dance, the dancers face inward and are arranged in a circular pattern.

   _____, _____

5. If the wind blows too strongly, it will cause the parade to be cancelled.

   _____, _____

6. George arrived unexpectedly and very quickly took charge of the meeting.

   _____, _____

I.E.2. Adverb as modifier of verb, adjective, or other adverb

7. The Navajo Night Chants deal with the very ancient gods who once dwelt in the different cliff dwellings.

_____, _____

8. She rather awkwardly placed the child on the ground.

_____, _____

I.E.3. *Comparison of adverbs*

When we speak of comparison of adverbs, we really mean that two or more actions are being compared. We use adverbs to compare those actions.

He works harder than she does.

We ran faster today than we did yesterday.

When comparing two regular adverbs, use more + adverb.

He sings more softly than she does.

He ate the cookies more quickly than she thought he would eat them.

When comparing more than two, use most + adverb.

Of all the rugs on display, hers are the most beautifully woven.

Of all the jewelry makers, he works the most carefully.

Some adverbs are irregular. These you must learn to recognize. Here are a few examples:

well	*better*	*best*
badly	*worse*	*worst*
much	*more*	*most*
little	*less*	*least*

I.E.3. Comparison of adverbs

Circle the correct form of the adverb in parentheses.

1. I have never seen the Deer Dance performed (better, best) than today.
2. Tina said her lessons were going (good, well).
3. The girl ran (more, most) slowly than her brother did.
4. Between the two of them, she moves (more, most) gracefully.
5. Among all the employees, Harry is absent the (less, least).
6. Yesterday, I arose (earlier, earliest) than I did the day before.
7. These dancers moved (more, most) swiftly of all I have seen.
8. She ground the meal (more, most) finely than did her sister.

I.F.1. Prepositional words and phrases

1. Prepositional words and phrases

Remember, a preposition tells where or when. Here is a list of commonly used prepositions:

about	between	but (meaning "except")
above	beyond	concerning
across	by	over
after	down	past
against	during	since
along	except	through
amid	for	throughout
among	from	toward
around	in	under
at	into	underneath
before	like	until
behind	of	unto
below	off	upon
beneath	on	with
beside	to	within
besides	up	without

A prepositional phrase begins with a preposition and ends with a noun which is the object of the preposition. Here are some examples of prepositional phrases:

during the storm
on the roof
down the river
to the trading post
beneath the bed
from the right side

In the examples above, storm, roof, river, post, bed, and side are the noun objects of the prepositional phrase. Most prepositional phrases have two, three, or four words.

I.F.1. Prepositional words and phrases

Put parentheses around the prepositional phrase; then underline the preposition that introduces the phrase. Most sentences contain more than one prepositional phrase.

Ex: *(Down the river) we rowed (to the end) (of the stream).*

1. Shungopovi, "place by the spring where the tall reeds grow," is the most important of the villages on Second Mesa.

2. A small tribe of 800, the Chemehuevi led a nomadic life in the eastern half of the Mojave Desert.

3. In the late 1700's the Chemehuevis moved into Mojave territory on the west side of the Colorado River.

4. From the Utes, the Jicarilla Apaches acquired a number of Plains Indian traits including buckskin clothing, beadwork, and tipis.

5. Today, less than one-third of the Papagos live on their reservation for the entire year.

6. The Pimas are famous for their basketry, but today only a few women make the fine baskets of willow and devil's-claw.

7. The Havasupai are still the most isolated tribe in the United States today.

8. In the early days the Havasupai occupied the canyon bottom during the spring and summer months.

I.F.1. Prepositional words and phrases

Write one sentence using each of the following prepositional phrases.

1. (along the river) _____

_____

2. (for a short time) _____

_____

3. (after a long discussion) _____

_____

4. (outside the door) _____

_____

5. (beyond First Mesa) _____

_____

6. (to his sister) _____

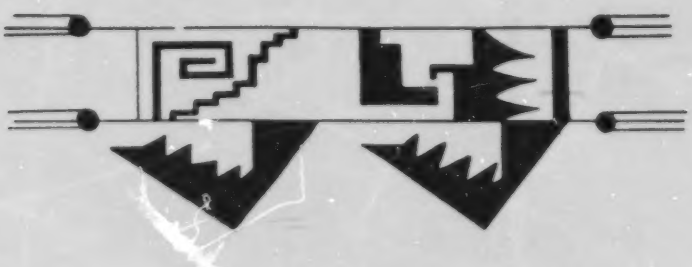
_____

7. (toward the sun) _____

_____

8. (from grandfather) _____

_____



I.G.1. Conjunctions and their use

1. Conjunctions and their use

   You recall that there are two sets of conjunctions:

   a) One set joins words, phrases, or two independent (main) clauses: *and, or, but, nor, so, for, etc.*

      Bernie and Louise own the first hogan to the right.
      (JOINS WORDS)

      Neither Julio nor his younger brother knew how to swim. (JOINS A WORD AND A PHRASE)

      The man bet all he had, so he lost all he had.
      (JOINS INDEPENDENT CLAUSES)

   b) The other set introduces a dependent clause and tells when, why, or presents a condition: *because, if, when, while, since, whether, until, etc.*

      Although he was very tired, he studied until midnight for his test.

      He stayed home from class, since he had a sore throat.

      The above examples show how a conjunction JOINS A DEPENDENT CLAUSE TO THE MAIN PART OF THE SENTENCE.

Read the following myth about the star cluster Pleiades, "The Homeless Women," and underline all the conjunctions. Remember to underline conjunctions that introduce dependent clauses as well as conjunctions that join words, phrases, and clauses. There are 16 of them.

On Baboquivari there is a cave where a man lived who knew everything. He told the people many things and sang beautiful songs to them, so the people would learn the songs and sing them for a girl who reaches puberty.

Long ago, there was no puberty celebration. The first time they had the celebration, the people liked it. But, some women did only that all the time. It wrecked their homes, and no one wanted them. People called them "homeless women" because they ran around and had no homes. They wandered everywhere in the country, until finally they went to a powerful medicine woman. When they arrived, they told her to do something so they could find rest from their homeless condition.

I.G.1. Conjunctions and their use

The woman said, "All right, I'll do it. I'm going to put you out in plain sight of all. Every evening your relatives will see you and tell their daughters why you are called the homeless women (the Pleiades). In this way, women will know what a good home is. Although a puberty celebration is enjoyable, no one should go around just doing that."

After she had said this, she sprinkled the women with water, and they turned to stone. She took them in her hand, then threw them eastward, and they landed in the sky where they are now.

Legends and Lore of the Papago and Pima Indians
Lucille and Dean Saxton

In the exercise below, choose an appropriate conjunction from the list that fits the meaning of the sentence and write it in the space provided. Then tell whether the conjunction is used to join words, phrases, clauses or to introduce a dependent clause.

NOR SO WHY BUT WHEN AND WHILE ALTHOUGH

1. I wanted to go, _____ mother wouldn't let me.

   used to: _____

2. Vera _____ her mother live in this hogan.

   used to: _____

3. _____ you leave, put out the fire.

   used to: _____

4. Leave me alone _____ I can sleep.

   used to: _____

5. You cut the chiles _____ I stir the stew.

   used to: _____

I.G.1. Conjunctions and their use

6. Neither Fred _____ Frank went after the sheep.

   used to: _____

7. _____ she was frightened, she went to look for her brother anyway.

   used to: _____

8. I tried to explain to the teacher _____ I was late.

   used to: _____

UNIT I POST-TEST: PARTS OF SPEECH

Indicate how the underlined noun or pronoun is used in each sentence.

S = Subject
DO = Direct Object
IO = Indirect Object
OP = Object of Preposition

_____ 1. That Two Grey Hills blanket is one of my favorites.

_____ 2. Kim sold me a beadwork cigarette lighter.

_____ 3. This is my favorite time of the year.

_____ 4. John made a pair of earrings out of turquoise for me.

_____ 5. Most of those kachinas are handcarved.

_____ 6. Corn, pumpkins, and potatoes grow on the reservation.

Indicate whether the underlined pronoun is demonstrative (D); indefinite (I); reflexive (R); or possessive (P). Write the letter on the blank.

_____ 7. Harry thought himself to be the best silversmith in the village.

_____ 8. The painting that won first place at the exhibit is mine.

_____ 9. Given enough time and the desire, anyone can learn the basics of weaving.

_____ 10. Those are pieces of prehistoric pottery.

Circle the correct pronoun in each sentence below.

11. The lady at the employment center told Harriet and (I, me) that several stores were hiring extra people for the Christmas season.

12. (We, Us) girls have to help mother card the wool.

13. David reminded me that I promised the rodeo tickets to (he, him) and Curtis.

14. (She, Her) and Betty have enrolled in a GED class at Winslow.

15. Each of them has promised to do (her, their) best.

16. Arizona is proud of (his, hers, its) wildlife.

17. Nobody was willing to give us (his, their) recipe for fixing venison stew.

In the following sentences, put the verb into the tense indicated in parentheses.

18. (present progressive) *(enter)*

    George _____ his painting in the art contest.

19. (present perfect) *(enter)*

    He _____ the contest for the past three years.

20. (past perfect) *(take)*

    Before he submitted the painting, he _____ several photographs of it.

21. (past progressive) *(work)*

    George _____ on it for two months before he decided it was good enough to enter in the contest.

Change the voice of the underlined verbs in the sentences below. Make the active voice verbs passive; make the passive voice verbs active.

22. Coyote was chased by the hunter.

    The hunter _____ Coyote.

23. The Apaches ate no fish.

    No fish _____ by the Apaches.

24. Dances were performed by the Hopis as a prayer to the gods.

    The Hopis _____ dances as a prayer to the gods.

25. Hopis celebrate the Niman Kachina each year as a farewell ceremony to the gods.

    The Niman Kachina _____ by the Hopis each year as a farewell ceremony to the gods.

Tell whether each of the underlined adjectives is a demonstrative (D), possessive (P), or descriptive (S) adjective.

26. _____ Only that one necklace is for sale at this time.

27. _____ The Zuni lady was baking bread in her oven outdoors.

28. _____ The loud, frightening sound you heard just then was thunder.

29. _____ Give me those sticks for the fire before it burns down.

Circle the correct form of the adjective in parentheses.

30. As late as 1884, some Taos Indians still felt the bow and arrow was (better, best) than the white man's shooting stick.

31. Ms. Chase's dresses are (more colorful, colorfuller) than Ms. Benally's.

32. Canyon de Chelly is one of the (beautifullest, most beautiful) natural sights in Arizona.

33. Of all the pottery on display, I am (fonder, fondest) of the wedding vase.

Underline the adverbs in the following sentences.

34. Cautiously, Raymond made his way up the side of the canyon.

35. Carefully testing each foothold, he moved slowly toward the top.

36. Almost immediately, his foot slipped and his body fell noiselessly to the ledge below.

Write the part of speech of the word each underlined adverb modifies.

37. Very gently Nora combed her daughter's hair.

very modifies _____

gently modifies _____

38. Skillfully spreading the meal on the hot slab, the woman prepared dinner.

skillfully modifies _____

Circle the correct form of the adverb in parentheses.

39. The drums beat (loudlier, more loudly) as the night deepened.

40. Last night I slept (more, most) soundly than the night before.

Put parentheses around each prepositional phrase and underline the preposition that introduces the phrase. Sentences may contain more than one prepositional phrase.

41. The last buffalo hunt of the Taos Indians as a group took place in 1884.

42. In the springtime, one of my favorite weekend trips is to Havasupai Canyon.

43. Write a sentence using BUT to join words, phrases or independent clauses.

_____

_____

44. Write a sentence using UNLESS to introduce a dependent clause.

_____

_____

UNIT II

II. SENTENCE STRUCTURE

A. *Complete, incomplete, and run-on sentences*

A sentence, to be a complete thought, must contain both a subject and a verb and must express a single thought or idea.

He ran.

subj. verb

This is a short sentence but complete.

Without the subject or verb, the sentence is incomplete.

Drove to the nearest telephone.

Who drove? There is no subject; therefore, this is an incomplete sentence. Here is another example:

The women baking piki bread for the ceremony.

What did the women who were baking piki bread do? Here, baking is an adjective telling which women and is not a verb. There is no verb in this sentence.

On the other hand, you can have too many verbs and subjects expressing more than one complete thought, and this is an error also, called a "run-on." It is usually made when two separate sentences are joined as if they were one by using a comma instead of the necessary punctuation, such as a semicolon or a period.

The boys went home, they were very tired. (WRONG)

In this case, you have two complete thoughts with two subjects and two verbs, joined only by a comma. Because there is no conjunction to join the sentences, a period or a semicolon is needed.

The boys went home; they were very tired. (RIGHT)

The boys went home. They were very tired. (RIGHT)

II.A. Complete, incomplete, and run-on sentences

For these examples, put C if the thought is a complete sentence; put I if the thought is incomplete; and, put R if the thought is a run-on sentence.

_____ 1. In 1276, the Anasazi moved south out of the Four Corners area.

_____ 2. Houses above ground and in the open.

_____ 3. The Great Sage Plain, a 4,000-square-mile area tilting slightly to the south.

_____ 4. In 1300, three families moved into an area above a spring and founded Arroyo Hondo within thirty years the population was 1,500.

_____ 5. The outside corral wall was reserved for the spirits of the ancient animal gods.

_____ 6. From earliest time, government and religion of Anasazi and their descendants.

_____ 7. "Gall medicine" is a protection against witchcraft the gall of eagle, bear, mountain lion, skunk, and ground corn is used.

_____ 8. Pueblo mothers giving doses of herb tea for stomach aches and colds.

_____ 9. Warriors often cut the bloodstained shirt of their victim into strips; worn as bandanas, they absorbed the power of the enemy.

_____ 10. Papago children were taught not to fight with their comrades instead they were taught to save their strength for fighting with the Apaches.

_____ 11. Unlike the Pueblo boys, the Pima boys are allowed to kill rattlesnakes.

_____ 12. Animals found in kivas dug out at Pottery Mound.

II.A. Complete, incomplete, and run-on sentences

Now, you try it!

1. Write a complete sentence.

_____

_____

2. Change this incomplete sentence to a complete sentence:
   The child with the tired face.

_____

_____

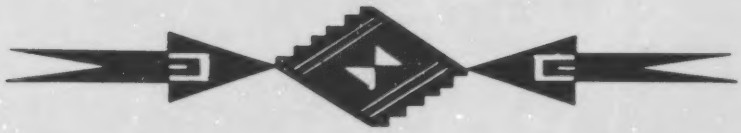
3. Change this run-on sentence to a complete sentence:
   The sheep ran away, they were frightened by the horses.

_____

_____

4. Is this a complete sentence?
   Children like books.

_____



II.B. *Subject-verb agreement*

Remember, a subject of a sentence must always "agree" with its verb. This means if a subject is singular, it must take a singular verb.

Tyler's daughter goes to school every morning at seven.

Daughter is a singular subject and goes is a singular verb.

Similarly, a plural subject requires a plural verb.

The women of Kayenta hold meetings every month to discuss local issues.

Women is a plural subject and hold is a plural verb.

Notice that the prepositional phrase of Kayenta, which is placed between subject and verb, does not alter the need for a plural subject and plural verb. Often, prepositional phrases come between subjects and verbs, and they never contain the subject, so you should be aware of that.

In the following sentences, find the subject and underline it. Then choose the correct form of the verb and circle it.

Ex: *All of the men (gather, gathers) for the snake-hunting ceremony.*

1. Each of the women (wear, wears) willow-bark skirts.
2. The Pueblo prayer plumes on the fire-pit's altar (is, are) a symbol of the Second World of air.
3. On the altar beside the prayer plumes (sit, sits) a bowl of water taken from a sacred lake.
4. The Pima housewives (sweep, sweeps) the fire from the fireplace to prepare for the coming year.
5. The sounds of the dance (echo, echoes) across the desert.
6. Animal noises of the night (increase, increases) as human stillness deepens.
7. Most pottery and textiles (come, comes) from First Mesa.
8. A meal of corn and mutton (is, are) a staple of the Acomas' diet.

II.C. *Verb used as adjective*

Earlier, you learned that sometimes verbs are used as adjectives. When they are used as adjectives, we use a participle form of the verb. There are two kinds of participles, past and present. A present participle consists of the main verb and -ing.

Ex: *sing + -ing = singing* PRESENT PARTICIPLE

A past participle consists of the main part of the verb and -d, -ed, -t, -en, -n or sometimes a change in the whole verb.

Ex: *move + -d = moved*

walk + -ed = walked

go = gone PAST PARTICIPLES

build + -t = built

beat + -en = beaten

Write the present participle form of the verb in parentheses on the line. Pay attention to capitalization and correct spelling!

Ex: *(fall) Falling, the tree gave a great crash when it landed.*

1. (use) _____ sickles and butcher knives, the women cut the hay by hand.

2. (live) _____ in tipis, the Mescalero were a highly mobile people.

3. (build) _____ a fire, the hunter prepared the rabbit for cooking.

4. (dive) _____ into the water, the young boy caught a fish.

5. (complete) _____ the ceremony, the medicine man destroyed the sandpainting.

6. (whistle) _____, the shaman blew away the evil.

7. (smell) _____ the roasting meat, Anna grew hungry.

8. (run) _____ too quickly over the rocky land, the young boy tripped on a stone.

II.C. Verb used as adjective

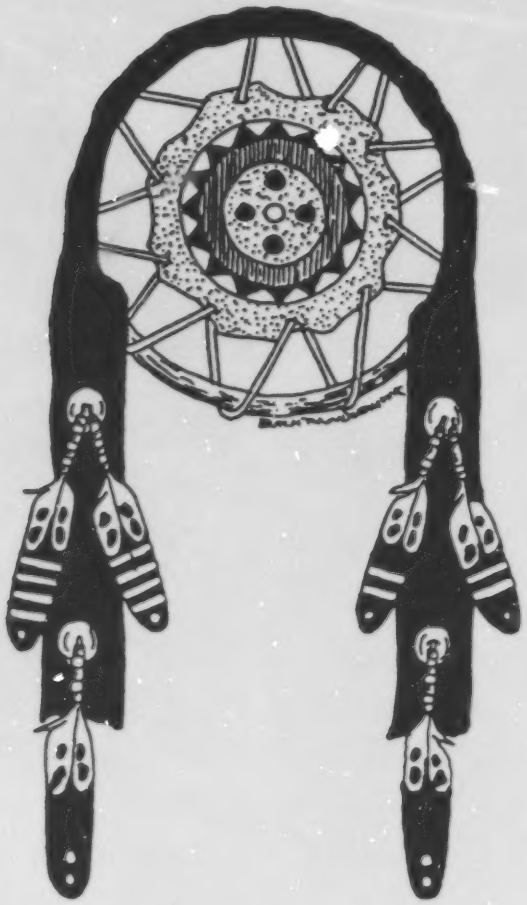
Now, put these verbs into the past participle form.

1. (hold) _____ tightly in the hand, an animal fetish can bring the hunter luck.

2. (pray) _____ over many times, the girl began to recover.

3. (weave) _____ carefully, a Navajo rug may be the most beautiful in the world.

4. (knock) _____ to the ground by his classmate, the boy began to cry.



II.D. *Avoidance of double negative*

When you want to express a negative idea in a simple sentence, use only one negative expression.

Ex: *We can do nothing about the weather.*

This means the same as:

We can't do anything about the weather.

If you wrote *"we cannot do nothing about the weather,"* you would actually be saying that *"We can do everything about the weather,"* because you have used a double negative: not and nothing. Another way of saying it is that two no's = a yes. Therefore, you must avoid using a double negative, for this makes the sentence the opposite of what you want to say. Instead, change a negative object to a positive one.

Ex: *I have not invited no one to the party.* (WRONG)

I have not invited anyone to the party. (RIGHT)

No one is the negative object. *Anyone* is a positive object and thus gets rid of the problem of a double negative.

Also, do not join a negative expression like neither . . . nor with another negative.

Ex: *I didn't like neither Jack nor his brother.* (WRONG)

I liked neither Jack nor his brother. (RIGHT)

Note also that words like "hardly," "scarcely," and "barely" are negatives, so do not use another negative with them.

Ex: *You couldn't hardly see over the tree tops.* (WRONG)

You could hardly see over the tree tops. (RIGHT)

II.D. Avoidance of double negative

In the following sentences, circle the correct form of the word in parentheses in order to avoid a double negative.

1. We couldn't find (any, no) piñon.
2. Sara didn't bake (any, no) bread yesterday.
3. He (hadn't, had) barely reached the hogan when it began to rain.
4. The child was crying so hard, he (could, couldn't) scarcely get his breath.
5. Pueblo Indians did not use glaze on (any, none) of their pottery.
6. The Indian mother (had, hadn't) hardly given birth before she was working in the field again.
7. (Most, None) of the children didn't want to leave the reservation because they were happy there.
8. The captive (couldn't, could) neither cry out nor escape because he was bound and gagged.

II.D. Avoidance of double negative

Each of these sentences contains a double negative. Underline the double negative. Then, rewrite each sentence, omitting the double negative.

1. He cannot do nothing until he finds his fetish.

   _____

2. Before the winter solstice, the Zunis do not build no fires.

   _____

3. When she saw her wickiup burning, the woman couldn't only cry helplessly.

   _____

   _____

4. The young man could not find neither his bow nor his arrow.

   _____

5. Supposedly, the Utes did not make none of the silver belts they wore.

   _____

   _____

6. The medicine man was so old he couldn't scarcely walk.

   _____

7. There aren't no movie theatres on the Quechan Reservation.

   _____

8. During the long cold winter, the hunters couldn't hardly find enough game to feed their families.

   _____

   _____

UNIT II POST-TEST: SENTENCE STRUCTURE

1. Write a complete sentence.

   _____

2. Change this incomplete sentence to a sentence:

   The wind whistling in the pines.

   _____

3. Change this run-on sentence to a complete sentence:

   The Anasazi lived in southern Utah seven hundred years ago since then the area has not been inhabited.

   _____

   _____

Underline the subject of the sentence and circle the correct form of the verb in parentheses.

4. The Hopis of Third Mesa (make, makes) wicker trays, bowls, and wastebaskets.

5. On mantles in both rooms, (sit, sits) the Cochiti storyteller clay figures.

6. Each group of Indians (has, have) its own special kind of pottery.

7. The pieces of polished black pottery of San Ildefonso (is, are) a revival of an earlier style found in the ruins on the Pajarito plateau.

Write the present participle form of the verb in parentheses.

8. (to take) _____ careful aim, the hunter smoothly pulled the trigger.

Write the past participle form of the verb in parentheses.

9. (to hold) _____ tightly by its mother, the baby stopped crying.

Eliminate the double negative in these sentences.

10. It was snowing so hard we (could, couldn't) scarcely see the highway in front of us.

11. Unfortunately, I did not get (no, any) offers on the necklace I had hoped to sell.

Rewrite this sentence to avoid the double negative.

12. Last week, the snow fell so often that we couldn't hardly leave our hogan.

_____

_____

UNIT III

III. PARAGRAPH DEVELOPMENT

A. *Characteristics of paragraph writing*

Paragraphs always contain certain key elements if they are written correctly. A paragraph will always contain a topic sentence, which expresses the main idea of a paragraph. It is usually the first or last sentence of the paragraph. A supporting sentence illustrates the main idea by giving a detail or example of it. Unity is what a writer must strive for when writing a paragraph, for a paragraph should be about one topic only, and all examples should relate to that topic. A writer also needs to show clarity, which means each sentence makes sense, states what it means to state, and follows the other sentences smoothly and logically. Clarity also means that grammar and punctuation are correct, for if not, the sentences can be confusing.

Using the terms below, complete each sentence by supplying the correct term.

topic sentence	*unity*
supporting sentences	*clarity*

1. _____ are those sentences which give specific details in support of the main idea of the paragraph. For example, if the main idea of a paragraph is the positive values of Indian upbringing, one of the _____ might be written as follows: Indian families teach their children to respect their elders.

2. When the ideas in a paragraph are arranged in a logical order and are expressed clearly, the writer's paragraph is said to have _____.

3. If a paragraph is about one thing or idea and all of its sentences develop one single topic, the paragraph has _____. Having _____ means that only those details directly related to the main idea are included within the paragraph.

4. The sentence which expresses the single, main idea which the paragraph will develop is called the _____. This is the sentence which all other sentences in the paragraph support.

III.B.1. Dialogue in narrative writing

A story — often called a narrative — usually contains dialogue and sequencing. Dialogue is oral or written conversation between two or more people. Here, we are dealing with written dialogue. The people speak and you read their exact words, which are enclosed by quotation marks.

Place commas, periods, question marks, and exclamation points inside quotation marks. Capitalize the first word of a direct quotation. When a new character speaks, begin a new paragraph.

In this exercise, we are concerned with dialogue. Think about who is speaking when you read the following story, "The Bear's Tail."

One day crafty Fox went fishing and caught a long string of fish. As he was taking them home, he met big, clumsy Bear. Bear wanted to know how he caught all those fish.

"How can I catch some too?" he asked Fox.

"Just sit in the water and stick your tail out," answered Fox, "and the fish will bite it. Then, all you will have to do will be to switch your tail around and take the fish off."

So, Bear ran down to the water and did as Fox had told him to do. But, he didn't catch anything.

"Well, I guess I caught all that were in the river," said Fox. "There will be more in the winter, and, anyhow, winter is the best time to catch fish. They bite better when the ground and water are covered with ice. Winter is nearly here, and when it comes, I will go with you and then we can catch a lot of fish."

III.B.1. Dialogue in narrative writing

So, when winter came, Bear reminded Fox of his promise to fish with him, and the two started toward the river. When they got there Fox broke a hole in the ice and told Bear to sit on the ice and put his long tail through the hole. Bear thought this would be uncomfortable, but he did as Fox told him.

"Now, when your tail begins to hurt," said the crafty one, "that will be when the fish begin to bite. The more it hurts the more quietly you must sit, until the fish bite well. Then, when you cannot stand the pain any longer, give your tail a quick jerk and land all your fish. There will be a lot of them."

So, Bear continued to sit on the ice with his long tail hanging in the water behind him. As the pain grew more severe, Bear thought of how much he would enjoy those fish after suffering so long to get them.

Colder and colder he got. Finally, the pain was so dreadful that Bear could stand it no longer, and despite the intense cold that made him numb all over, he gave his tail a quick jerk.

Alas! Instead of landing a quantity of fish, the foolish animal jerked his tail off. He left it fastened securely in the ice that had formed all around it and held it tightly. Since that time, Bear has gone about with only a stump to show where his handsome tail used to be.

From *Tewa Firelight Tales*
Alice James

III.B.1. Dialogue in narrative writing

1. In the beginning of the story, who says, *"How can I catch some, too?"*

   _____

2. Who is "the crafty one" that says, *"Now when your tail begins to hurt . . .?"*

   _____

3. Change this sentence to a direct quotation: Fox told Bear to sit in the water and stick his long tail out.

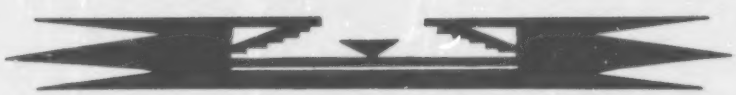
   _____

   _____

4. Change this sentence to a direct quotation: Fox told Bear he would go with him in the winter to catch a lot of fish.

   _____

   _____



III.B.1. Dialogue in narrative writing

Now, you try it!

Write a story of your own in which you use dialogue. Have two characters speaking to each other. Remember to punctuate quotations correctly and to begin a new paragraph each time the speaker changes. Your story should not be longer than this page.

III.B.2. Sequencing in narrative writing

Sequencing means arranging things or events in a certain order. Stories are usually sequenced in chronological order, meaning the first event is told first, the second event is related next, and so on.

Remember, the sequence of events (the order in which things happen) is important in a story. Together, the sequence of events makes up the plot. The plot is the story line. Stories are mainly concerned with plots, characters, and dialogue.

Refer to the story about Bear and Fox to help you answer these questions. Answer in complete sentences.

1. When Bear first met Fox, what did Bear ask Fox?

_____

_____

2. What happened the first time Bear went fishing?

_____

_____

3. When winter came, what did Bear do?

_____

_____

4. After he'd sat on the ice a long time and could stand it no longer, what did Bear do?

_____

_____

_____

III.C. Deductive method of paragraph writing

A deductive paragraph begins with a topic sentence and is followed by details which explain to you the meaning of the topic sentence. The topic is usually a general statement, and the following sentences further explain that statement. Sometimes the last sentence of the passage is a retelling (in different words) of the topic sentence, rather than a detail or example. This is to "round out" the paragraph and show that it is finished.

Read this paragraph closely.

The roaming Apache hunting bands did not always get along. Some of the men did not perform their duties very well as sentries. The sentries were supposed to keep a sharp eye out for someone who might try to attack the camp. When they did not do this, it caused bad feelings. Also, negative feelings were sometimes caused by the leaders. Two leaders sometimes fought between themselves for control of the group. When this happened, a special person had to be called in to solve the problem. Some of the fights were so bad that trips were almost cancelled. The lack of harmony was a real problem for the bands.

From *The People Called Apache*
Thomas E. Mails

III.C. Deductive method of paragraph writing

1. As a whole, the method of paragraph development is from

   a) specific to general
   b) general to specific

2. In your own words, write the general idea of the paragraph, as stated in the topic sentence. Write a complete sentence.

   _____

   _____

3. What are two specific problems experienced by the Apache bands?

   a) _____

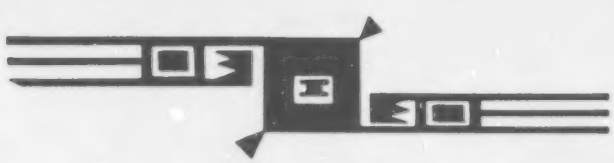
   b) _____

4. The last sentence of any paragraph should summarize or restate the main idea of the paragraph. What is the last sentence of the paragraph? Write it out.

   _____

   What other sentence in the paragraph is it most similar to? Write it out.

   _____



III.D.1. Use of examples in expository writing

1. Use of examples

   When a paragraph is written by using examples, the writer provides several sentences which contain specific information in support of the topic sentence. These sentences are written in the form of examples. They all illustrate the main idea as stated in the topic sentence.

   Phrases such as *for example, in this case, furthermore, in addition* are often used to introduce the example coming up. You will see this done in the following paragraph.

Preview of difficult words:

novice (nŏv ĭs): 1. *A person new to any field or activity; a beginner.* 2. *A person who has entered a religious order, but who is on probation before taking final vows*

An Apache novice was under certain holy restrictions. For example, he was not allowed to eat warm food. If he had to cook the food, he had to let it get cold before eating it. He was not allowed to eat the stomach of an animal, for if he did, he would not have good luck with his horse. In addition, the novice could not gaze upward when he was on a raid, or a heavy rain might come. Furthermore, he could not speak to any warrior except in answer to questions or when commanded to speak. Finally, he had to stay awake until he was given permission to lie down, or the others in the party would become drowsy. Thus, the novice who hoped to become a warrior had to learn to obey and endure hardships.

From *The People Called Apache*
Thomas E. Mails

III.D.1. Use of examples in expository writing

1. What is the general idea the examples support or explain?

   _____

   _____

2. What are four examples which show how the novice was under certain restrictions?

   a) _____

   b) _____

   c) _____

   d) _____

3. What are some of the key words or phrases that introduce each example?

   _____

   _____

4. What sentence restates the main idea? Write it.

   _____

   _____

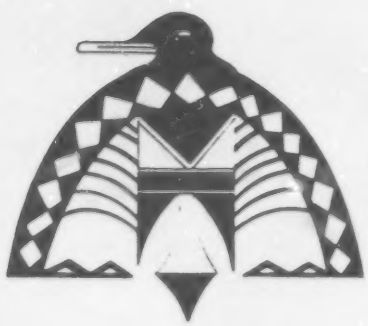
III.D.2. Order of importance in expository writing

In a paragraph, sentences are arranged in a certain order. Paragraphs can proceed from a general statement to a group of specific statements or can be arranged as a series of specific examples supporting a final topic sentence.

The supporting sentences either begin with the most important example and proceed to less important examples; or they start out with an unimportant example and proceed to the most important example at the end of the paragraph. Having the most important detail last is an effective method of paragraph writing, because the strongest detail remains longer in the reader's mind.

See if you can tell which is the order of importance in this paragraph.

Going hiking in Arizona requires that you be prepared. First of all, you should wear comfortable clothing and sturdy hiking shoes, if possible. The right pair of shoes will keep your feet from tiring and may prevent injuries. Just in case, though, you should also take with you a small first-aid kit. It is also recommended that you have a compass. Even a frequent hiker can forget which direction he is traveling in and become lost. You might even take along a snack, if you plan a long hike. But, most important, carry plenty of water with you. Water is a must for any hiking trip in Arizona.



III.D.2. Order of importance in expository writing

1. What is the order of importance in this paragraph?

   a) most to least important
   b) least to most important

2. What is the most important supporting example in the paragraph? Write it here.

   _____

   _____

   _____

3. What is the topic sentence of the paragraph? Write it.

   _____

   _____

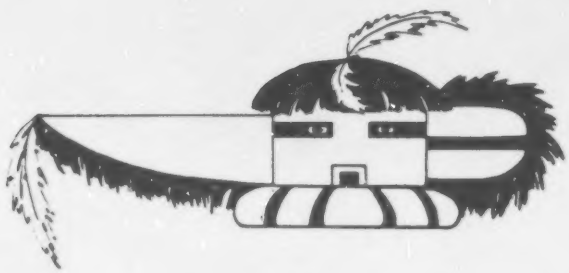
   Is this the same sentence as the most important supporting example?

   _____

4. According to this paragraph, what is the least important example which illustrates the topic sentence?

   _____

   _____



UNIT III POST-TEST: PARAGRAPH DEVELOPMENT

Use the terms below to complete the following statements. There is one extra term.

unity	supporting sentences
clarity	concluding sentence
topic sentence	

1. _____ give specific, concrete details to make clearer the main idea of the paragraph.

2. A paragraph has _____ when its ideas are arranged in a logical order and are expressed clearly. One sentence flows smoothly to the next.

3. _____ means that a paragraph expresses one main idea or thought. Since one single topic is developed, only those ideas directly related to the main idea are included within the paragraph.

4. The sentence which tells the main idea of the paragraph is called the _____.

Read this paragraph and answer the questions about it.

The open relationship of Navajos to other Indians allows for a systematic exchange of goods. For example, the Navajos trade rugs and silver to the Utes for the baskets used in the Navajo ceremonies, such as that of marriage. Furthermore, they get beef from Apaches; corn and fruit from the Hopi; gourds, reeds, and other things used ceremonially from Rio Grande Pueblo Indians. In addition, certain items of ceremonial equipment are regularly obtained from as far off as Taos. And, sometimes, Laguna and Hopi Indians sell peaches, melons, and other fruit in trucks over wide stretches of the Navajo country in late summer and autumn. Thus, the Navajos systematically exchange goods with other tribes for what they need.

5. As a whole, the method of paragraph development is from
   a) specific to general
   b) general to specific

6. This is a paragraph of

   a) narration
   b) examples
   c) order of importance

7. List three supporting details which illustrate the topic sentence.

   a) _____

   b) _____

   c) _____

8. Which sentence restates the topic sentence? Write it.

   _____

   _____

Read the following Pima story of how Rattlesnake got his fangs.

Once, the rattlesnake was a gentle and timid little snake. His maker, the Sun God, had made him very beautiful. But he forgot to give him a weapon with which to defend himself. Therefore, he was the most abused and miserable little snake in the desert land of the red men.

In the evening when the people's work was done, there would be merry-making in the village ceremonial grounds.

Rattlesnake attended the gatherings because he liked to sing. But best of all he liked to hear the legends. All went well for a while.

Then, one evening a prankster whose name was Rabbit wanted to have some fun. He picked up the little snake and tied him in a knot as if he were a piece of rope. Then, the young braves joined in. They tossed the snake back and forth over the campfire like a ball. This rough treatment went on every night, and poor little Rattlesnake would crawl home in pain.

"I'm staying away from the meeting place," he would moan. But, the whoops and the beating of the drums always drew him back.

This rough treatment went on and on. One morning after a sleepless night, Rattlesnake asked the Sun God to help him: "Have pity on me and help me!"

The Sun God answered, "I will help you. You have been badly treated, and I must put a stop to it at once." Like a flash of lightning, the Sun God appeared before the ailing little snake.

"Now open your mouth wide, and I will place two of my powerful rays in your upper jaw. From now on, you are going to be the most powerful of the desert snakes. But first, you must give a warning with your rattle. When your warning is not heeded, then you may strike with your sun-ray fangs."

"I will do just as you've ordered," said Rattlesnake, feeling very important.

The next evening, Rattlesnake attended the meeting. "I wonder who will be my first victim?" he thought. Then he coiled himself in a dark corner away from the crowd. But he didn't have to wait long, for at that moment naughty Rabbit saw him and came over to have some fun. First, Rabbit kicked Rattlesnake. Then, he laughed when he heard the snake's rattle.

"Are you sounding off with your rattle like the medicine man?" asked the Rabbit, and again he kicked Rattlesnake. Like a flash, Rattlesnake bit him.

"My foot! My foot!" cried Rabbit, limping to one corner of the grounds to nurse his wounds.

The men came running to see what happened.

Owl Ear, the storyteller, defended Rattlesnake. "Rattlesnake has always been a gentle little fellow. I have watched the ill treatment of our little friend, and I must say that Rabbit has received his punishment at last."

The news of Rattlesnake's sun-ray fangs went all over the land.

From then on the people were afraid of Rattlesnake, whose maker had given him such powerful fangs to use for his protection.

From *Pima Indian Legends*
Anna Moore Shaw

9. What did Rattlesnake do one morning after a sleepless night?

_____

_____

10. What must Rattlesnake do before he bites someone?

_____

11. Who is speaking in the paragraph that begins, "Now open your mouth, and I will place two of my powerful rays in your upper jaw . . ."?

_____

12. Change the following narration into dialogue.

    Rattlesnake wondered who would be his next victim. He wanted to teach Rabbit a lesson.

_____

_____

_____

UNIT IV

IV. PUNCTUATION

A. *Comma*

1. Use of comma in a compound sentence

   Can you recall what a compound sentence is? It is two main or independent clauses (two complete thoughts) joined together by a conjunction such as and, or, but, for, nor.

   You always need to place a comma between the two parts of the compound sentence. The comma goes before the conjunction.

   Ex: *Paiute pottery was brown or reddish-brown, and it was often decorated with fingernail incisions.*

   Darrell would attend the Basket Dance, or he would have to explain to his mother why he couldn't attend.

   Jason is a Bacone graduate, but he is only nineteen.

   They drove up to Utah for the dance, for it was being held in their village.

   These weavers have not changed their traditional approach, nor do they plan to do so.

IV.A.1. Use of comma in a compound sentence

Supply commas where needed in the following sentences.

1. The Papagos make more baskets than any other tribe in the United States but the Western Apaches are well known for their burden baskets.

2. Certain cooking pots are always plain for they serve only practical purposes.

3. The water jars and bowls are beautiful in design and they are used for serving food or for ceremonies.

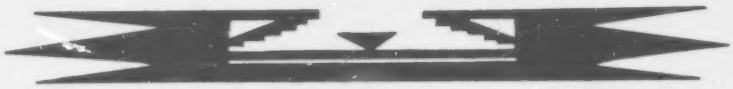
4. Weaving has always been a man's job among Zunis and Hopis yet women are the weavers among Navajos.

5. The ceremonial pipe has been called the "hobowakan" but it has also been known as the sacred pipe.

6. The White Mountain Apache Reservation is ninety-five miles long from north to south while it is seventy miles from east to west.

7. Anasazi pueblo builders must have had a lot of foresight or they could not have made such complex and enduring houses.

8. The Yavapai obtained salt from the hills facing the Colorado River and they gathered shells from the area around Parker.



IV.A.2. Comma used with appositive

Sometimes, we need to use two commas to set off a group of words which renames the subject but is not essential to the meaning of the sentence.

Joan, the girl next door, is a Navajo.

The main clause is *Joan is a Navajo.* The underlined part tells you more about Joan. *Joan* is the subject of the sentence.

An appositive is a group of words set off by commas and which further explains the subject of the sentence. The main thing you have to remember is to put commas before and after the appositive.

Ex: *The Hakataya, a rock-oriented people, are believed to have lived between the Pacific coastal ranges and the Mogollon rim of Arizona.*

The Apache, a mountain people, usually travelled from ridge to ridge, but they could also survive on the parched desert.

Charlene, one of our staff members, has broad knowledge of the uses of plant medicines.

Underline the appositives in the following sentences.

1. Eototo, the chief Hopi kachina, wears a white kilt and carries a gourd of sacred water.

2. Aholi, the chief kachina's lieutenant, appears at the Bean Dance with Eototo.

3. The Soyal Kachina, the first kachina to appear at the winter solstice, taught the Hopis the art of making prayer-sticks.

4. The Hano Mana, a female kachina, is impersonated by a man.

5. The *tablita,* a large flat piece of wood painted with vivid colors and sacred symbols, appears on the mask of the Zuni Jemez kachina and other kachinas.

6. Sam Blackbear, the good-natured trader at the trading post, bought the piñon nuts I had collected.

7. Powamu, the bean-planting ceremony, takes place during the winter.

8. Mr. Sanderson, my mother's uncle, is a math teacher at the reservation.

IV.A.2. Comma used with appositive

In this exercise, the commas have been left out. Here, you must find the appositive, and put commas before and after it to punctuate the sentence correctly.

1. The three-forked-poles hogan a very old style of hogan is today preserved only as a sweat-hogan.

2. The "ki" a Papago adobe dwelling is built by men.

3. The arbor a structure built of cottonwood and covered with earth is used to dry squash and melons on the roof.

4. The tipi a type of cone-shaped dwelling used by Plains Indians is the preferred house of the Mescaleros.

5. The wickiup a dome-shaped earthen structure with a cone-shaped top was the dwelling of Western Apaches until recently.

6. The Cocopahs a southern Arizona tribe lived in underground structures which had been dug out.

7. The Hopi home a work of art reflects the character of the Hopis as a people.

8. Hawas which are the Havasupais' homes are situated at the bottom of the Grand Canyon.

IV.A.3. Use of comma with introductory phrases

Use a comma after an introductory phrase for easier reading. Usually, this phrase is a prepositional phrase. When prepositional phrases come at the beginning of a sentence, they are followed by a comma. Sometimes the introductory phrase consists of more than one prepositional phrase.

Ex: *At the edge of the mesa, one adobe house sat by itself.*

In this case, there are two prepositional phrases which introduce the sentence:

at the edge
of the mesa

A comma is placed after the last prepositional phrase.

Insert commas below after introductory phrases.

1. In the desert of southern Arizona the Hohokam built large-scale irrigation systems.

2. On her third birthday at Walpi the little girl was given her first "adult" kachina doll.

3. During the 1100's and 1200's Anasazi Pueblo culture reached its highest peak.

4. Far from any city in the middle of a vast land Navajo settlements are found in small fertile valleys.

5. At Cliff Palace in the 1100's the Anasazi built towers and great kivas.

6. Many years ago the Navajo devised the six-sided type of hogan built with logs and covered with earth.

7. On a high butte on First Mesa the most eastern Hopi pueblo is Hano.

8. Near the famous "Enchanted Mesa" Zuni sits in a high valley near a small wash.

IV.B.1. Use of semicolon in a compound sentence without conjunction

1. Use of semicolon in a compound sentence without conjunction

   Can you recall what a semicolon is used for? It is used to prevent a run-on sentence. This usually occurs when two independent (main) clauses in a compound sentence have not been separated by the correct punctuation. Look at this example:

   I want to make some bread, I'll need flour and yeast.

   This is a run-on with two complete thoughts expressed. Even with a comma inserted between the two clauses, it is still a run-on. It needs a semicolon. This tells you to stop your train of thought and warns you a new thought is coming. Corrected, it should read:

   I want to make some bread; I'll need flour and yeast.

Below, insert semicolons between the two parts of the compound sentence.

1. At first Anasazi women lined their baskets with mud later they found sand to be the best thing to mix with clay.

2. The first designs on pottery were geometric women used diamonds, triangles, and straight lines but no circles.

3. A painting found on a kiva wall was called "the man in the moon" design it shows a masked warrior with a rattlesnake headdress.

4. Very little basketry is now done in Hopiland only on Second Mesa and in Old Oraibi are coiled baskets still made.

5. The best basketry is still done by the Papagos they use simple designs and natural yucca fibers.

6. Rose Gonzales was the first potter at San Ildefonso to do the carved-style pottery her pottery has rounded edges and is finely polished.

7. Her daughter-in-law Dora is also highly accomplished she works in the traditional black-on-black style.

8. Margaret Tafoya learned pottery-making when she was a child she specializes in large storage jars.

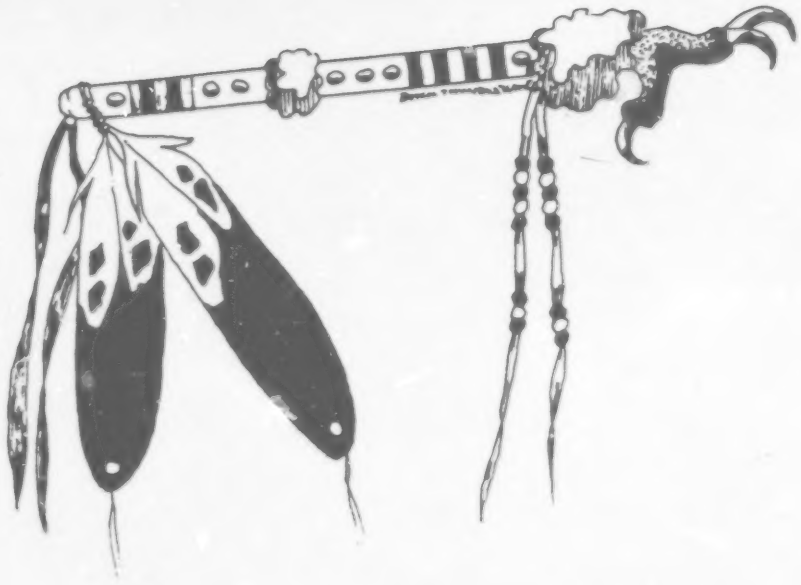
IV.B.2. Use of semicolon with sentence connectors

Sometimes special words are used to connect parts of a compound sentence. These are words like:

however	nevertheless
in fact	on the contrary
otherwise	consequently
that is	for example
therefore	in addition
thus	furthermore
moreover	on the other hand

These words introduce the second part of the sentence; they are always preceded by semicolons and followed by commas.

Young Pima boys did not make their own bows and arrows; nevertheless, they had them.



IV.B.2. Use of semicolon with sentence connectors

In the following sentences, underline the sentence connector.

1. Among eastern Pueblos, bears are greatly feared in fact bear skins can only be worn after a special ritual.

2. Young Navajo children are usually neither spoiled nor punished for example crying babies are left alone to cry if they wish.

3. Some Southwestern Indians today consider themselves Christian nevertheless they often continue to follow the ancient religious ceremonies.

4. Women did not have such difficult births in the old days on the contrary they usually worked until they went into labor.

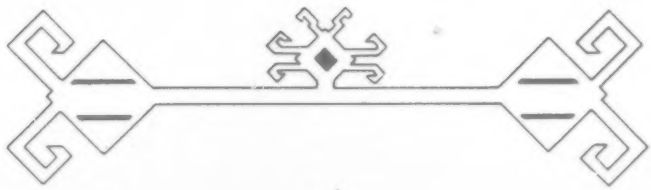
5. Traditionally, old people were ashamed if they were too weak and feeble to care for themselves therefore they often left the camp to die alone.

6. When a Navajo singer is hired, it is expected that some things will be provided that is the materials for four sandpaintings will be furnished.

7. In old Apache days women were often blamed for an illness therefore they were sometimes killed as witches.

8. Hand-shaking was unknown in the old days among Pimas furthermore kissing was confined to mothers and babies.

Now, go back and put a semicolon before the sentence connector and a comma after the sentence connector.



IV.C.1. Use of colon to introduce list of items

1. Use of colon to introduce a list of items

   Colons are used to introduce a list of items. This punctuation mark is especially useful in business writing. It means "as follows." The items listed after the colon further explain the information that comes before the colon.

   Look in your book for the following parts: table of contents, glossary, and index.

   The television news tonight mentioned five tribes: Quechan, Chemehuevi, Apache, Maricopa, and Mohave.

   There are several art works that Arizona Indians make: rugs, jewelry, pottery, and baskets.

   A colon introduces the list of items; no other punctuation in this space is used. No capital is used after the colon (see example above). The colon is used whether the items are written on one line or on several lines.

IV.C.1. Use of colon to introduce list of items

Insert colons where necessary. Also, add commas in the list of items, remembering to always use commas with items in a series. Read the whole sentence first.

1. The following are some pottery designs that are frequently used falling rain mountains clouds lightning whirlwinds feathers and seeds.

2. Some well-known pueblo potters are as follows Maria Martinez Margaret Tafoya Rose Gonzales and the Nampeyo family.

3. Two other pottery designs are as follows the thunderbird which represents the forces of nature traveling through the sky and the waves which represent the water that used to cover the land.

4. These are several of the Hopi villages Walpi Hano Shipaulovi and Hotevilla.

5. Following are the names of the ancient Indian groups in the Southwest Mogollon Hohokam Anasazi Sinagua and Patayan.

6. Every good paragraph contains four things unity clarity an interesting topic sentence and good supporting sentences.

7. There are several names for the ceremonial pipe the calumet the hobowakan and the sacred pipe.

8. Apache painting was done on the following items pouches war shields moccasins saddlebags and masks for dancers.

IV.D.1. Use of quotation marks in titles

1. Use of quotation marks in titles of *poems, short stories, essays, articles, and chapters*

   You already know that you must put quotation marks around the words someone speaks.

   Another use of the quotation mark is to enclose the titles of short written pieces. Put quotation marks around the titles of poems, short stories, essays, articles, and chapters.

   Remember, put quotation marks outside other punctuation marks, such as a comma, period, or question mark.

   Ex: *I read "The Fall of the House of Usher," although it was difficult* (short story)

Put quotation marks around titles of short works in the letter found on the next page. Remember, do not put quotation marks around the titles of books or newspapers.

IV.D.1. Use of quotation marks in titles

April 29, 1983

Dear Louise,

Boy, has it been a difficult semester at college! I'm swamped with homework. For my political history class, I had to read Thoreau's essay, On Civil Disobedience, last week, and it was pretty complex! I also read an article in the Arizona Republic entitled Voting Rights: Are They Really Everyone's? Then, for literature class I read a new book of North American Indian poems. The book is called Sitting on the Blue Eyed Bear: Navajo Myths and Legends. It's a good book; my favorite poem in it is called Between. I also liked another poem called Medicines and Injuries. Also, for literature I read a great little story called The Ku Bird. It's a Yaqui legend.

In my psychology class, I'm reading a book on childhood development. It's really interesting. Right now I'm taking a break from the third chapter, How Children Learn to Speak.

Oh, by the way, you said you were looking for a book that has Coyote tales in it. There's a great book called Coyote Stories. Be sure to read Coyote and the Porcupine and another story, Coyote and the Cottontail. They are my two favorite stories in the book.

Got to go now!

Your friend,

Betty

IV.E.1. Use of apostrophe in dates, contractions, and possessives

1. Use of apostrophe in dates, contractions, and possessives

   You will probably recall that an apostrophe has three basic uses:

   a) to show possession:

      Give me Jim's pen.
      I bought Louise's watch.

   b) to show a contraction of a verb and another word

      can not = can't
      she is = she's

   c) to abbreviate a date or show plurals of numbers

      class of '80
      two three's on the dice

In the letter on the next page, insert an apostrophe in the proper places to show possession, contraction, abbreviation, and plurals of numbers.

IV.E.1. Use of apostrophe in dates, contractions, and possessives

June 17, 82

Dear Mark,

Ive been so busy, I havent had a moment to write! Even now, I cant write you the long letter you deserve.

What I want to ask you is, can you loan me three $50s? I need one to pay back that loan on my radio that I took out in June of 81. I also need a fifty-dollar bill to pay for all my books for next semesters classes. Ill need another fifty for my sisters dental bills. I know its a lot to ask, but Id sure appreciate it! I think my sisters dentist would be glad, too.

If you can lend me the money, Ill give you Bobs car to borrow all summer while hes not here. Now, thats a deal, I think!

Let me know soon.

Joe

IV.E.2. Use of apostrophe with joint ownership

You remember that you use an apostrophe to show ownership, as in Bud's truck or Arizona's sales tax.

a) Sometimes, two or more people own one thing.

Anna and Jake's hogan.

This is called joint ownership. If two or more people own one thing, you make only the last noun possessive, as above and below.

Jim, Joe, and Darrell's car.

In this case, the car is owned by all three boys. Only the last noun is possessive.

b) If, however, you want to show that two people own separate things, make each noun possessive.

Jim's and Darrell's cars.

Here, they each own a separate car.

c) If one of the two owners is referred to in noun form and the other owner is referred to in pronoun form, the noun form will always be possessive and should be placed first.

Yolanda's and my room.
Jake's and his car.

d) Or, if they own separate things, simply pluralize the objects owned:

Yolanda's and my rooms.
Jake's and his cars.

IV.E.2. Use of apostrophe with joint ownership

In the exercise below, add apostrophes where appropriate to show joint or separate ownership.

1. Jan and Bills house was the first house hit when the storm came.
2. Jakes and Tims dogs are both friendly and helpful.
3. Yolandas and her cat died the other day.
4. Have you seen Jim and Susans new brick house on Second Mesa?
5. Harrys and my Black Ogre Kachina look very much alike.
6. Junes and Stanleys timesheets were late this week.
7. I want to go see Fred and Harveys new Chevy truck.
8. Barbaras and his children are almost grown up now.
9. My uncles hogan is near the Sandersons house.
10. Tucsons population is half that of Phoenixs.
11. The Wilsons horse is much older but quieter than Betsys and mine.
12. Dr. Multines prescription was not as effective as the medicine mans attention.

IV.F.1. Underlining in titles of books and periodicals

1. Underlining in titles of books and periodicals

   You will recall that all full-length publications need to be underlined. This includes the titles of newspapers, movies, newsletters, magazines, books, and plays.

   Ex: *Last week I saw A Chorus Line at the Phoenix Little Theatre.*

   The movie Running Brave is about a marathon runner.

   Time is a magazine that I read weekly.

In the following sentences, underline titles of all publications which require use of the underline.

1. A Pima Remembers is a book which tells an Indian man's account of his life on the reservation during his early years.

2. Have you read the book Custer Died for Your Sins, by Vine Deloria?

3. I prefer the Arizona Daily Star newspaper to the Arizona Republic.

4. Probably the most thorough account of Navajo child-raising practice is found in the book Children of the People.

5. Sun Tracks, a newsletter put out by the Winslow Indian Center, discusses educational and social events affecting Indians in that area.

6. The November '82 issue of National Geographic carried several excellent articles on Pueblo Indians; one of the articles was called "Anasazi Art."

IV.F.1. Underlining in titles of books and periodicals

7. The Paiute People, one of a series of books on the different tribes of Arizona, discusses the Paiutes' history, government structure, and social customs.

8. The book Pueblo Gods and Myths contains a chapter called "The Pueblo World."

9. I've seen the movies Star Wars, The Empire Strikes Back, and Return of the Jedi.

10. We saw the play Macbeth performed at Bacone College.

Now, you write two sentences using the title of a book, movie, magazine, or newspaper that you know. Remember to use capital letters in the titles.

11. _____

_____

12. _____

_____

IV.G.1. Use of hyphen in two-word adjective before noun

1. Use of hyphen in two-word adjective before noun

   Usually, an adjective is a word that comes before a noun.

   The lost dog whined in the cold.
   adj. noun

   Sometimes a two-word adjective will precede a noun.

   In this case, both adjectives equally describe the noun but are used together to form a new adjective. They require a hyphen (-) between them because it takes both words to describe the noun. That is, the two words together form a two-word adjective.

   He was a well-respected elder.

   We live in a push-button society.

In the following sentences, hyphenate all two-word adjectives that precede a noun. Do not hyphenate an adjective that follows a noun.

1. The best known craft of Acoma Pueblo is pottery making.
2. Anasazi dead were buried in open faced caves.
3. Conditions at Bosque Redondo were so bad that 2,000 Navajos died from using disease infected blankets.
4. The medicine producing plant called agave was used often by Papago and Maricopa Indians.
5. Zuni Pueblo is tucked among the sun drenched mesas of western New Mexico.
6. The Cocopahs are members of the Yuman speaking tribes located along the Colorado River.
7. Present day pueblos include the Hopi and Zuni villages, the pueblos along the Rio Grande, and the pueblos along highway 40.
8. We hiked along the water streaked cliffs of Canyon de Chelly.

IV.G.2. Use of hyphen with prefixes and suffixes

Some prefixes (part that comes before) and suffixes (part that comes after) require the use of a hyphen to separate them from the main part of the word. Usually, the prefixes requiring a hyphen are ex-, self-, and all-.

The suffix -elect requires a hyphen.

Any prefix before a proper noun needs a hyphen.

ex-chairperson	*all-knowing*	*anti-American*
self-centered	*mayor-elect*	*mid-Nebraska*

In the sentences below, insert a hyphen in the appropriate places. There will be one or two hyphens per sentence.

1. The all star cast included famous Indian professionals from fourteen states.
2. Do you recall the name of the writer who went into self imposed exile to protest government policies toward Indians?
3. This particular tribal job cannot be given to a non Indian applicant.
4. At the banquet we sat between ex president Jim Tomason and president elect Bob McIntosh.
5. When you moved out of the state, did you refer to yourself as an ex Arizona resident?
6. When someone is criticized constantly, his self esteem and self confidence are threatened.
7. The Senator elect and his party flew to Alaska to campaign for the congressman in Fairbanks.
8. The self proclaimed leader of the movement was jailed for tax evasion.

UNIT V

V. CAPITALIZATION

A. *Use of capitals in abbreviations, titles, organizations, places, languages, races, nationalities, religions*

You have learned that many names of things must be capitalized:

names of people	races
languages	tribes
places	nationalities

You must also capitalize names of:

religions
staff titles
titles of written works

Do not forget that even abbreviations of proper nouns must be capitalized. A short way of stating this would be: all proper nouns must be capitalized.

Ex: *James Tyrone*
Cherokee
Santa Fe
Jewish
French
Methodist
Spider Woman
ACLU
Senator Morris Udall
Hamlet, by Shakespeare
Flagstaff Indian Center

V.A. *Use of capitals in abbreviations, titles, organizations, places, languages, races, nationalities, religions*

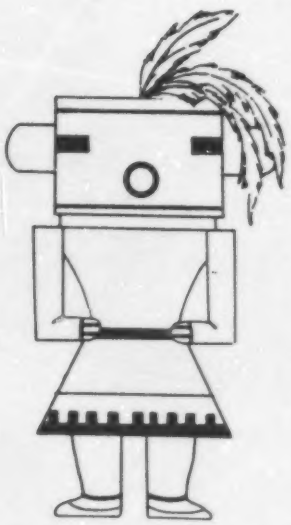
Add capitals in the following sentences where necessary.

1. isleta pueblo covers more area than any other pueblo in new mexico.
2. isleta was the only rio grande pueblo to adopt the spanish custom of electing a governor.
3. the northern paiutes speak the numic language.
4. eastern apaches live on two reservations: the jicarilla apache reservation and the mescalero apache reservation.
5. masau is an important figure in hopi religion.
6. i read three books for indian studies class: black elk speaks, custer died for your sins, and growing up on the reservation.
7. in 1629 the franciscans established the mission called san estivan on acoma pueblo.
8. people of the laguna pueblo speak keresan, while those of san juan speak tewa.
9. some present-day indians follow both their traditional religion and christianity.
10. my sister went to see about a job at phoenix indian center; she talked to employment director bonnie lee.
11. both acoma and oraibi claim to be the oldest community in the u.s.
12. dr. cather was a high official in the education department at the b.i.a.

V.A. Use of capitals in abbreviations, titles, organizations, places, languages, races, nationalities, religions

Now, you try completing some sentences using capitals in your answers.

1. One reservation in Arizona is named _____.
2. My favorite newspaper is _____.
3. I am a member of the _____ tribe.
4. The person I respect most in the world is named _____.
5. The place I want to live most is _____.
6. A book I read recently is titled _____.
7. One religion I don't know much about is _____.
8. One Pueblo ceremony or dance I have seen is called _____.



V.B. *Use of capitals in poetry*

In writing or copying poetry, the first word of each line of the poem is usually capitalized. This includes songs, chants, and other literature in verse.

Occasionally, the poet does not capitalize all his lines in the poem; in this case, follow the poet's example.

If you are not told otherwise, however, assume you should capitalize the first lines. Also, capitalize the title of a poem; in this case Zuni Ritual Poetry is capitalized. Do not forget to capitalize names of people or supreme beings in poems, such as Sun Father in this case.

Following is a Zuni song or prayer about the sunrise:

Now this day,
My Sun Father,
Now that you have come out standing to your sacred place,
That from which we draw the water of life,
Prayer meal,
Here I give to you.
Your long life,
Your old age,
Your waters,
Your seeds,
Your riches,
Your power,
Your strong spirit,
All these to me may you grant.

By permission of the Smithsonian Institution Press from *Forty-Seventh Annual Report of the Bureau of American Ethnology to the Secretary of the Smithsonian Institution, 1929–1930*, "Zuni Ritual Poetry," Ruth L. Bunzel, pp. 611–835, Smithsonian Institution, Washington, DC, 1932.

V.B. Use of capitals in poetry

Now, you do it. Insert capitals in the following Pima poem, remembering that you must capitalize all proper nouns and titles, too.

earth magician shapes this world.
  behold what he can do!
round and smooth he molds it.
  behold what he can do!
earth magician makes the mountains
  heed what he has to say!
he it is that makes the mesas.
  heed what he has to say.
earth magician shapes this world;
  earth magician makes its mountains;
makes all larger, larger, larger.
  into the earth the magician glances;
into its mountains he may see.

— "pima creation song"*

*From *The Pima Indians*
Frank Russell

UNITS IV & V POST-TEST: PUNCTUATION/CAPITALIZATION

Supply semicolons and commas where needed.

1. I do not know how to prepare piki bread nevertheless I am certainly willing to learn.

2. When a brave Mexican or Ute was killed, the whole scalp was taken, including the ears moreover to help the Apache medicine man's work, tendons were taken out of the legs and arms.

Supply colons where needed.

3. Apaches built their cone-shaped wickiups out of the following mesquite, willow, and cottonwood.

4. There are several taboos between an Apache son-in-law and mother-in-law they cannot look at each other; they cannot be in the same dwelling; they cannot speak directly to each other.

Supply quotation marks where needed.

5. In Fergusson's book Dancing Gods, the third chapter, Dances of the Zuni Pueblo, is thirty-nine pages long.

6. There is a Pima poem titled Saguaro, and I like it very much.

Supply apostrophes where needed.

7. Juan scored two ninety-eights on those tests.

8. Sandra loaned me her brothers car because I didnt have a way to get to the store.

9. Since theyve all contributed to the purchase, the Chevy is Jim, Joe, and Bernies truck.

10. Those are Bennys and Jakes shoes.

Supply commas where needed.

11. Carletta's mother is full Navajo but Carletta's father is an Apache.

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12. In older times the Pima men wore breech cloths and the Pima women wore kilts to their knees.

13. Traditionally, single Apache women wore their hair in a double hourglass-shaped roll although the married women wore their hair hanging loosely over their shoulders.

Place commas around the appositives in the following sentences.

14. Mu-yao the Hopi moon-god lives in the sky.

15. Alosaka the Hopi god of reproduction of man, animals and plants lives in the underworld.

16. Soyoko the ogre woman visits the houses after the Bean Dance and threatens to eat disobedient children.

Supply commas after the introductory phrases.

17. Because of magic, a mortal woman conceived Paiyatemu.

18. During the second month Thunder Magician causes the thunders that are heard.

19. With nothing on but a breechcloth the Hopi god of the north wind is an icy old man.

Supply semicolons where needed.

20. The Hopi antelope kachina is believed to bring rain and make the grass grow he is also supposed to have power to cure spasms.

21. Young Pima boys did not make their own bow and arrows an older uncle or grandfather usually made them for the boys.

Supply underlining where needed.

22. The Affiliation of Arizona Indian Centers' newsletter is the Intercom.

23. Frank Waters' Book of the Hopi was first published in 1963.

Supply hyphens where needed.

24. The well worn olla was found by students who were on a hiking trip.

25. The group sat around the fire, chewing the sleep inducing plant.

26. The all powerful deity was celebrated in the traditional spring dance.

27. The governor elect has promised to study carefully the employment situation.

Supply capitals where needed.

28. two reservations in northwestern arizona are the hualapai reservation and the havasupai reservation.

29. senator jim jacobs was raised by a methodist minister.

30. the last line of that zuni poem is "all these to me may you grant."

31. southwestern languages is a study of the differences between the tewa spoken in some rio grande pueblos and the languages spoken in southern arizona, such as pima and cocopah.

32. executive director steve darden is a jewelry-smith as well as an administrator of the flagstaff indian center.

GLOSSARY

GLOSSARY

active voice	(refers to verbs) indicates that the subject of the sentence is doing or causing the action expressed by the verb
adjective	a word that is used to modify (change, alter) a noun by pointing out which one or describing the noun; usually placed before a noun but can be used after a noun
adverb	a word that modifies a verb, adjective or other adverb; it tells how, where, when, or to what extent (how much)
antecedent	(as in antecedent agreement) one that goes before; the word to which a later word refers
apostrophe	an apostrophe looks like this ['']; it shows that a letter or letters have been left out of a word (isn't); it is used to show possession (Tom's); and it is used with certain plurals such as numbers and letters (20's; B's)
appositive	a phrase that further explains or renames the subject of a sentence and which is "set off" by commas (commas come before and after the appositive)
clarity	clearness, quality of being easily understood
clause	a group of words containing a subject and a verb; a clause may be independent (can stand alone) or dependent/subordinate (cannot stand alone)
colon	a colon looks like this [:]; a punctuation mark used before a series and after the greeting of a formal or business letter; to indicate the time, we also use a colon — 10:15 a.m.
compound sentence	a sentence composed of two or more independent clauses but no subordinate clauses; it is joined by a semicolon or a comma and a conjunction
conjunction	a word that is used to join two words, two phrases, or two sentences

contraction	a shortened form of a word EX: does not — doesn't
count noun	a count noun is countable; it may be counted; it may be pluralized EX: cat, cats
dependent clause	a group of words containing a subject and verb that does not make a complete thought or sentence, unless combined in some way with an independent clause
descriptive adjective	an adjective that describes color, size, type, number, etc.; it is followed by a noun EX: seven dogs
dialogue	a communication between two or more people (can be written or oral) in which their exact words are reproduced
direct object	the word (person or thing) in a sentence that receives the action of the verb
double negative	two negative expressions used to express a negative idea; double negatives are incorrect and can not be used in a sentence
emphatic adverb	an adverb which can alter the meaning of the entire sentence EX: probably, indeed, maybe, of course, etc.
hyphen	a punctuation mark that looks like this [-]; it is used to connect the parts of a compound word or between syllables in end-of-line word division
indefinite pronoun	a pronoun that tells who or how many without specifically naming the person or telling how many; expresses the idea of quantity EX: anyone, everybody, all, none, etc.
independent clause	a group of words containing a subject and verb that makes complete sense and can stand by itself as a sentence
indirect object	an object that tells to whom or for whom an action was done; it comes between the verb and the direct object
joint ownership	when more than one person owns the same thing EX: Tom and Marie's house

main idea	the most important idea or general thought being expressed; in a paragraph, it is expressed as the topic sentence
mass noun	a noun which cannot be counted EX: air, blood
narrative	writing which tells a story
noun	a word that names a person, place, thing, or idea
object	a noun that receives the action of the verb
object pronoun	a pronoun used as an object
object of a preposition	the noun (or, occasionally, pronoun) at the end of a prepositional phrase
order of importance	the order in which details are arranged in a paragraph; least to most or most to least important
paragraph	a unit of written expression that expresses some single, complete, general thought or idea; it contains a topic sentence, 4–6 supporting sentences, and a concluding sentence
participle	a verb form that is used as an adjective
passive voice	(refers to verbs) a verb which is being acted upon, rather than acting; it always contains a form of BE verb
past participle	a verb form used as an adjective; ends in -ed, -d, -t, -en, or -n EX: eaten; asked
past perfect tense	expresses action or helps make a statement about something completed in the past before some other past action or event EX: When I had worked for a week, I asked for my pay.
past progressive tense	tells what was going on at a certain point in time; formed with past tense of verb BE and the -ing form of the main verb; EX: was sitting; were talking
past tense	expresses action that occurred in the past but did not continue into the present
periodicals	magazines, journals, newspapers, etc.

personal pronoun	takes the place of a noun when referring to a person or thing EX: I, me, you, they, it, etc.
phrase	a group of words not containing a verb and its subject
possessive adjective	an adjective that tells who something belongs to; a possessive adjective is always followed by a noun
possessive pronoun	a pronoun which tells whose something is EX: The rugs in the corner are mine.
prefix	a word part of one or more than one letter or syllable added to the beginning of a word to change its meaning EX: afraid, unafraid
preposition	a word used to show the relation of a noun or a pronoun to some other word in the sentence
prepositional phrase	a group of words beginning with a preposition and ending with a noun or a pronoun
present participle	the "-ing" form of a verb EX: playing
present progressive tense	a verb tense that tells what is happening at the moment; it is formed with is, am, are + -ing form of main verb
present perfect tense	a verb tense that expresses action occurring at no definite time in the past; it is formed with have or has + past tense of main verb
present tense	a verb tense that expresses action occurring now, at the present time
pronoun	a word used to take the place of a noun EX: I, me, you, he, her, she, they, etc.
proper noun	the name of a particular place, person, thing, or idea; it is capitalized EX: Joe, Albuquerque, White House
punctuation	the practice of inserting standardized marks in written matter to make clear the meaning and separate the structural units
reflexive pronoun	pronoun that refers back to itself EX: She felt herself losing the argument.

run-on sentence	an error which occurs when two or more independent clauses (sentences) are joined together only by a comma; a comma and a conjunction, or a semicolon is needed to separate independent clauses
semicolon	a punctuation mark that looks like this [;]; it is used to separate two independent clauses in a compound sentence or clauses in a series
sentence connector	sometimes called a transition word; it is used to join independent clauses EX: although, however, nevertheless, moreover, etc.
sequence	the order in which something is arranged; from first to last
subject	what a sentence is about; the topic of something; what or who performs the action of the verb
subject pronoun	a pronoun used as a subject
subject-verb agreement	the subject (singular or plural) agrees with the verb (singular or plural)
suffix	a word part containing letters or syllables added at the end of a word which changes the word's meaning
supporting sentence	a sentence that helps to support or illustrate the main idea or topic sentence in a paragraph through a detail or specific illustration/example/reason
topic sentence	the sentence in a paragraph that states the most important thought or idea that is being expressed or discussed; a general statement; usually, the first sentence in a paragraph
unity	a characteristic of a well-written paragraph; it means that the paragraph develops only one main idea
verb	a word that expresses action or a state of being